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Customer Delight in Recreational Training Services

Innovating the Service Experience

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PREFACE

Studying again after many years has been a challenging learning experience. Industrial Management in Finland is a far cry from Civil Engineering in Australia. This program has opened my eyes to new areas of interest and has enormously broadened my perspectives. It can be truly said that learning changes you. I wish to dedicate this thesis to my parents, who instilled in me a love of learning.

The idea for this thesis study began life as a discussion between friends about what each of us liked about martial arts training, what attracts people initially to it and what keeps them continuing. The focus of the study evolved a number of times, eventually resting on delight and customer experience. I feel this is an area of fruitful inquiry and one that has yet to fully develop. I found the topic of this study to be highly interesting and its execution personally challenging. I am pleased that the outcome of this study has been of modest help to my friend's small business.

First and foremost I would like to offer my **profuse gratitude** to my wife Tuuli for her patience and support throughout this challenging and lengthy process. I would like to express my thanks to my friend Markus Vainio-Mattila, for allowing me to apply this study to his business and for his cooperation and help throughout. Thanks also go to Minna L, Tuula M, and Tuuli H, for allowing themselves and their training groups to be put under the microscope. I am grateful to Dr Marjatta Huhta for her helpful suggestions and support and to Dr Thomas Rohweder for his valuable comments.

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<p>This action research study examines how a sole trader/micro-enterprise in recreational training services can innovate its service offering by identifying the key drivers of customer delight within the service experience and developing new service packages configured towards customer delight. Delighted customers are more likely to provide long term repeat business, positive word of mouth recommendations and positive customer-to-customer interaction within the service experience.</p> <p>A generalised model of customer experience in recreational training services was proposed and used as an aid in developing new service offerings. The model identified four dimensions of customer value within the service experience: <i>Functional</i>; the core service of the training, <i>Social</i>; interactions with people, <i>Visceral</i>, the experience of the senses and feelings and the <i>Experience Space</i>; the time place and context of the training.</p> <p>Four related recreational training groups (zumba, singing, yoga, capoeira) were studied to identify the key drivers of customer delight and the contributing elements of service. This involved a customer survey of each training group and semi-structured interviews with their instructors. Finally, a series of interactive interview sessions with the case business owner were carried out to apply the study results to the development of a new service package with experience features aimed at creating customer delight.</p> <p>The case organisation, <i>Capoeira Com Carcara</i>, offers services in teaching <i>Capoeira</i> (a Brazilian acrobatic dance & martial art) to afternoon and evening classes of children and adults. Growth of this business is problematic because of market constraints and its narrow customer segment. This research project was undertaken to develop service offerings aimed at delighting new customers groups. This study proposes one new service package enhanced for delight, for the casual fitness and recreation market.</p>	
Key words	customer delight, customer experience, service innovation, recreational training

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<p>Tämä toimintatutkimus tarkastelee kuinka harrastustoiminta-alan elinkeinonharjoittaja / mikroyritys voi kehittää palvelujaan tunnistamalla palvelukokemuksen sisällä olevat asiakastyytyväisyyteen liittyvät keskeiset tekijät ja kehittämällä uusia asiakastyytyväisyyteen tähtääviä palvelupaketteja. Tyytyväiset asiakkaat tuottavat todennäköisemmin pitkäaikaista jatkuvaa liiketoimintaa, myönteisiä suosituksia sekä myönteistä asiakkaiden välistä vuorovaikutusta palvelukokemuksen sisällä.</p> <p>Harrastustoimintaan liittyvien palveluiden asiakasarvon viitemallia ehdotettiin auttamaan uusien palvelujen kehittämisessä. Neljä palvelukokemukseen sisältyvää arvoa tuottavaa ulottuvuutta ehdotettiin: Toiminnallinen (koulutuksen peruspalvelu), Sosiaalinen (keskinäinen vuorovaikutus), Viskeraalinen (aisteihin ja tunteisiin liittyvä kokemus) ja elämyksellinen (aikaan, paikkaan ja kontekstiin liittyvä kokemus).</p> <p>Neljää toisiinsa liittyvää harrastustoimintaryhmää (zumba, laulu, jooga, capoeira) tutkittiin, jotta saatiin tunnistettua asiakastyytyväisyyteen ja mielihyvään liittyvät keskeiset tekijät. Kullekin asiakasryhmälle tehtiin asiakaskysely, minkä jälkeen heidän ohjaajiaan haastateltiin. Lopuksi tehtiin sarja vuorovaikutteisia haastatteluja case-yrityksen omistajan kanssa. Niiden tarkoituksena oli arvioida tuloksia ja käyttää niitä uusien palveluiden kehittämisessä ja parantamisessa.</p> <p>Case-yritys Capoeira Com Carcara tarjoaa Capoeiran opetusta (brasilialainen akrobaattinen tanssi- & kamppailulaji) pääasiassa iltapäiväkursseina lapsille ja iltakursseina aikuisille. Kyseisen yrityksen kasvaminen on vaikeaa markkinatilanteen rajoitteiden ja kapean asiakassegmentin takia. Tämä tutkimushanke otti tehtäväkseen uusien asiakasryhmien tyytyväisyyteen tähtäävien uusien palvelujen kehittämisen. Tämän tutkimuksen tuloksena syntyi yksi uusi paranneltu vaihtoehto liikunta- ja virkistyspalveluiden markkinasegmenttiin kuuluville uusille palvelupaketeille.</p>	
Avainsanat	Asiakastyytyväisyys, asiakaskokemus, palveluinnovaatio, virkistyspalvelut

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1 INTRODUCTION AND BACKGROUND

In the fitness and recreation industry there is an increasing demand for training services to provide more than just fitness or weight loss. In an effort to attract the interest and enthusiasm of jaded consumers, fitness centres and gyms offer an ever changing array of commoditized services.

Facing this competitive challenge are micro-enterprises (individual instructors), offering training in traditional recreational disciplines such as dance, yoga, singing and martial arts. The instructors are generally focused on training excellence (core service quality) and the customer is required to provide considerable commitment and effort. From a service perspective this makes them a hard-sell to a wide audience. However they do attract significant customer loyalty and long-term appeal from a niche market of enthusiasts.

For a micro-enterprise seeking to attract and retain customers from outside its traditional niche market there is a need for innovation. Kim & Mauborgne's (2005) Blue Ocean Strategy suggests *value innovation*, aiming at indirect competition by creating service offerings with unique and valuable features. Such unique and valuable features may be found by looking at what customers really value most within their experience of a service. How customers experience activities is crucial to their perception of value (Bitner 1992). Innovation through focusing on customer experience (*experience innovation*) involves developing the value of the experience of a specific customer at a specific point in time and location in the context of a specific event (Prahalad & Ramaswamy 2003:14).

But which service features or experience values are the most valuable to customers? There is growing evidence that it may not be enough to simply satisfy customers with the quality of the core service and that in order to retain customers there is a need to strive for *customer delight*. (Blackwell, Miniard, & Engel 2006), (Oliver, Rust, & Varki, 1997). Delight is a strong positive emotional response to a service encounter (Berman, 2005) and recent research indicates it to be more positively correlated to customer loyalty, positive word of mouth referrals and repeat service purchase than satisfaction alone (Torres & Kline 2006). A business' long term growth and profitability can be

strongly affected by its ability to retain customers (Reichheld & Sasser 1990) and by its customers' willingness to recommend a product or service to someone else (Reichheld 2002).

It should be possible to identify the key drivers of delight within the service experience of a group, and use those elements to develop a new service package aimed at delighting new customer groups. Several key questions arise: What is it about the customer experience in their traditional discipline that evokes loyalty from enthusiasts? How can these elements of the customer experience be identified and re-applied into a new service offering?

This action research study examines the drivers of customer delight in various recreational activities and aims to provide advice on how a micro-enterprise can develop new service offerings reconfigured towards customer delight. From this a new training package may be created which provides unique delightful experiential value to the customer.

1.1 The Case Organisation (CO)

Capoeira Com Carcara, is a micro-enterprise based in Helsinki which offers services in teaching *Capoeira* and acrobatics. The case organisation (CO) has been operating for over ten years, providing classes in both capoeira and acrobatic to groups of adults and children. Most students are under 40, are without children and may be considered outside the cultural mainstream. Apart from the beginners classes most students have been training capoeira for more than two years.

All classes are provided through adult work institutes (*työväenopisto*) which are subsidized by local governments. Classes for the work institute market have a number of limitations on price, class size, the number of classes offered and timing of classes (weekday evenings during a 40 week yearly season). In this afternoon/evening market, there are a relatively large number of competitors providing similar or alternate recreational services, many also through government subsidized work institutes or sporting associations.

Capoeira is a Brazilian acrobatic, interactive, fight-like dance. Players of capoeira find it challenging both physically and emotionally. Part fighting art, part dance and part carnival, capoeira is a physically demanding, highly skilled, dynamic interactive acrobatic dance (Green, 2001: 61). In each class there is a warm up, stretching, strength and skill development activities, interactive movement activities, culminating in the *roda* (pron. hodda) where participants form a circle, and take turns either playing musical instruments, singing or ritually sparring (dance/game/fight) in pairs in the centre of the circle. The sparring is an acrobatic interactive game with kicks, strikes, feints and escapes. The classes involve a group of 15 or so individuals training continuously for 90 minutes.

This traditional discipline is recreational (non-vocational), open ended (no completion date), challenging (difficult, even painful), slow in progress (years not weeks), with non-specific goals (steady improvement) and provides a unique customer experience. Due to the demanding and interactive nature of this recreational training it currently appeals to only a very narrow customer segment. Although, its appearance in fitness clubs in other countries as reported by Associated Press (2004) would indicate that, with modification, it could appeal to a wider audience.

Growth of this business beyond its current operation is problematic because of market constraints (low price, limitations on classes and times) and its narrow customer base for the existing service package. While there is considerable customer loyalty amongst long-term students, there is a high turn-over of new students. Constraints on business development of the CO are twofold; finances and values. Financial resources of the case company are limited, precluding large expenditure on venues, facilities and marketing. The essential values of the CO; quality instruction in physical skills and fitness, must also be maintained in any developments.

The Author's role in this study is as both a consultant and potential business partner to the CO, providing advice and assistance in the development of new training packages for the casual fitness market. The Author has a background in adult training (as a corporate language trainer) and in recreational training both as student and instructor in martial arts.

1.2 Research Problem and Objective

The case company seeks to develop new recreational training service packages for customers within the daytime fitness market. Further it seeks to create a training experience with a special appeal to attract and retain long term customers and generate positive referrals.

The research problem is to develop a new and unique service offering which satisfies customer needs and creates delight. There is a need to identify the elements within specific service experiences which are most important in influencing customer behaviour, in particular repeat purchase and word of mouth recommendations. To aid in developing new services there is a need to create a generalized concept model of customer experience which shows the main areas that are valuable to customers (value dimensions). The research question is:

How can new training packages be developed to delight customers?

The objectives of this research are to:

- a. Identify the key drivers of delight within the customer experience in *capoeira* and other related training services.
- b. Identify the service elements provided by the instructors that relate to the key drivers of delight.
- c. Develop a new service package, enhanced for delight.

1.3 Research Design

The overall study uses an action research method (detailed in Section 2.1), a form of cooperative inquiry working closely with the case company in a cyclical process of Plan, Act and Evaluate. The research design has these three main stages as shown in Fig. 1.

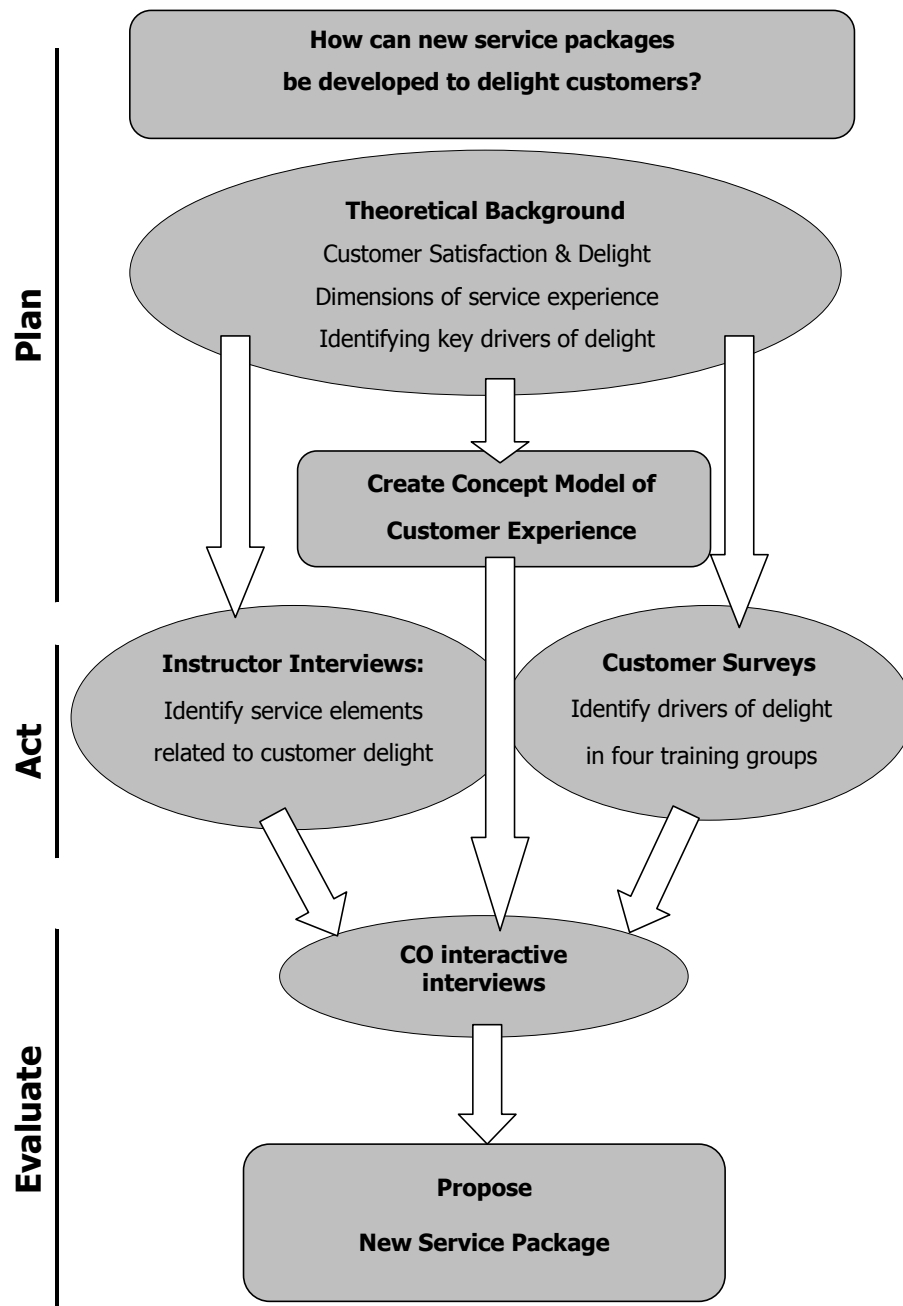


Figure I. Design of Research

The **Planning Stage** starts with an examination of the Theoretical Background (Section 3) and a review of relevant literature to provide an overview of current understanding of the research problem and ideas for its resolution. This review examines customer experience in services, the drivers of satisfaction and delight and how these may be identified and applied to recreational services. A generalised concept model of customer experience in recreational training is proposed for use as a framework and aid in developing new recreational service packages.

The **Action Stage** involves a qualitative investigation of the drivers of customer delight in recreational training. This is a cross examination study of four different recreational activities which have related features. The details of these studies are shown in Sections 2.2 to 2.4 and their results in Sections 4.1 and 4.2.

The four groups examined included the CO's *capoeira* group, a singing group, an *as-tanga* yoga class and a *zumba* (dance-exercise) class. A series of interviews with the groups' instructors and customers surveys were carried out to identify the key drivers of customer delight for each group. Based on this study the drivers of customer delight are mapped to elements of the training service.

In the **Evaluation Stage**, results are evaluated and applied to the business problem through a series of interactive interviews and brain-storming sessions with the CO (see Section 4.3). This is followed by a proposal for a new service package, enhanced for delight. In Section 5, a critical evaluation of the results and the study are made, followed by a discussion of the managerial implications and proposals for future research.

2 METHOD AND DATA COLLECTION

The overall study is an action research approach involving a cooperative inquiry and collaborative problem solving relationship between the researcher and the case organisation, with the aim of developing new service packages (Objective c). To inform this process a cross examination study was carried out of the key drivers of customer delight in four recreational training groups. The cross examination study involved customer surveys (Objective a) and instructor interviews (Objective b).

- a. Identify the key drivers of delight within the customer experience in *capoeira* and other related training services.
- b. Identify the service elements provided by the instructors that relate to the key drivers of delight.
- c. Develop a new service package, enhanced for delight.

2.1 Action Research

This overall study uses an Action Research approach involving both qualitative research methods (conducted by the author) and a collaborative inquiry between the author and the case organization (CO). This thesis work has been constructed to provide advice to the CO on the process of developing new services packages. Implementation of new service packages is at the discretion of the case organization and is beyond the scope of this study

The qualitative research involves interviews and questionnaires as well as the researcher's impressions and observations. Unlike other qualitative research methodologies, action research attempts to act upon the subject of study. Action research seeks to develop scientific knowledge through integration of theory and practice by researching a problem, finding a solution, implementing it and studying the whole process.

Coghlan & Brannick (2000) describe action research as a cyclical process of four stages: diagnosis, planning, action and evaluation. In this study the diagnosis is detailed in the problem definition parts of Section 1.2. The planning stage consists of a literature review within Section 3 and details of the study method and data collection in Section 2. The action stage involves customer surveys (see 4.1) and a series of inter-

views with recreational training instructors (see 4.2). The evaluation stage involves working with the CO to analyse the results and apply the findings to the development of a new service package (see 4.3).

2.2 Cross examination study of customer delight

Four recreational training groups were studied to identify the features of the training experience that the customers considered most valuable and to identify the elements of the training environment that contributed to those valuable experiences.

A cross examination study of each training group was adopted, examining the customers experience from two perspectives using two different data collection methods. A customer survey was used to identify the key drivers of customer delight for each group. A detailed interview with the instructors of each training group was carried out to identify the elements of the service they provide and match these where possible to the key drivers of delight.

The overall aim was to link the elements of the service provided (instructor input) with the features of the service experience (customer output) that customers respond to most strongly. The four recreational training groups examined were:

- a *capoeira* class (Brazilian acrobatic interactive dance)
- a yoga class
- a singing group
- a *zumba* class (Latin dance exercise)

The recreational training groups were selected for the study because they contained some elements in common with capoeira. Both zumba and capoeira classes involve dancing in a group to music following an instructor. Singing and capoeira involve singing in a group, led by an instructor, accompanied by music. Yoga and capoeira involve challenging stretching and strengthening exercises in a group led by an instructor.

2.3 Customer Surveys

A customer survey was used to identify key drivers of customer delight for each recreational training group. The method and questionnaire was adapted from Crotts, Pan & Raschid (2008). The aim of the survey is to link customers overall satisfaction, intent to continue training and the aspects of the training experience they identified as the ones they like best and least.

The questionnaire (see Appendix 1) began with four simple open ended questions asking the customer to identify what they liked most and disliked most about the training. The next two questions asked the customer to rate their level of enjoyment of the training (love, like, dislike, hate) and to indicate the likelihood of continuing the training in the near future (continue, train more often, change to another group, quit). Additional questions were included on the questionnaire but the data was not used in this study.

The questionnaires were distributed at the end of a training session to the students (customers) who then filled in by hand with pencils provided. The researcher collected them immediately afterward. The questionnaires were available in English and Finnish and were printed on one side of a single A4 page.

A two-step analysis of responses was carried out. First, all respondents expressing high satisfaction ("like"- "love") and high intent to continue training were identified from Q5 and Q6. Second, the contents of these high satisfaction responses were recorded and tabulated. Tabulation involved first putting each response into a general category of experience dimension (functional, social, visceral and experience space) and then sub-categories were constructed by grouping responses based on their similarity and dissimilarity.

Count and categorization was based on the principle that an individual's survey responses could have a maximum effect of one count on any specific delight factor. To clarify, duplicated responses counted as only one (e.g. music for A & B only counts as one) while multiple different responses were counted (e.g. for A. "music and dance", was counted as one for music, one for dance). This was done to identify the variety of factors of delight while avoiding bias from an individual in favour of one factor.

2.4 Instructor Interviews

The object of the interviews was to find out the instructors reflections on what they put into the training and what their students valued most. The aim was to identify the aspects of the training that contributed to the key drivers of customer delight. Each of the instructors had five to ten years of experience in their area of instruction, and at least ten years experience as practitioners of the training activity. The opinions they gave in the interview are purely subjective but are based on their experience.

The interview briefing and questions (see Appendix 2) were written in English and were emailed to each instructor one week before the scheduled meeting. This was followed up by a phone call to clarify any issues with the questions.

The locations for each interview were decided by interviewee and did not have an impact on the interview outcome. Interviews were carried out face-to-face by the author, each taking approximately 45 minutes. The language used in the interview was English. All interviewees were native Finnish speakers but were comfortable with speaking in English.

The interviews started by the interviewer explaining his role, the purpose of the interview and purpose of the thesis project. The background information of the instructor was gathered as part of the interview.

A semi-structured exploratory interview approach was adopted using open-questions to give respondents a chance to freely express their thoughts. The question list acted only as a starting point. In this approach each interview was allowed to evolve and important questions could be asked which may not have been included in predefined question list.

In the interview they were asked to reflect on the recreational training activity from two standpoints: as a former student (participant) and as an instructor. The questions on the list were asked at the interview and additional questions were asked to seek expansion, further detail and clarification. They were asked what they liked/loved/disliked/ hated about the activity when they were a student and what they

thought their students liked/disliked most about it, and what they did as an instructor which contributed to this.

In order to elicit a greater layer of personal meaning the questioning involved two passes. In the first pass most of the instructors answers related to functional teaching, learning and developmental issues. In a second pass, referring to the answers already given, the interviewer asked more personal emotionally evocative questions ("Can you remember that moment when you first thought...", "how did it feel when...", "what was it that made you feel that way?", "what do you love most about...").

Interview data was hand written by the interviewer then later typed. Each interviewee was sent a copy of the notes and contacted by phone to ensure the notes were met their approval. The interview notes were analysed and phrases from the interview notes were extracted and matched to the dimensions of service experience. In the analysis stage the instructors' comments were compared to the customer's key drivers of delight.

The authors own experience (as a recreational training instructor and a teacher of English as a second language) helped in the interview process with clarifying meaning, confirming understanding and interpretation of training related issues.

2.5 CO interactive interviews

Interactive interviews, discussions and brainstorming sessions were carried out between the author and the CO, throughout all stages of this research. Notes from these sessions were recorded in the form of minutes which were later sent to the CO for approval. The primary aims in these sessions were to identify new customer groups and to interpret and adapt the results from all parts of this study toward the development of new training packages for the CO (Objective c). The role of the author was to carry out the research, provide advice and collaborate with the CO in the service development process. The main outcomes of these interactive interviews are presented in Section 4.3.

2.6 Reliability, Validity and Credibility

This study involves collection and analysis of qualitative data. Patton (1999:1189) recommends enhancing the quality of such research by addressing issues of credibility of the researcher and the rigor (reliability, validity and triangulation) of research methods and data analysis.

Credibility of the researcher is dependent on training, experience, status and presentation of self (Patton 1999:1190). The author can be considered credible based on the following factors. The author is a professional teacher in ESL (English as a second language), an experienced martial arts instructor, and is a qualified vocational trainer. This background experience is relevant as this study involves examining recreational training groups, interviewing instructors about training activities, developing simple unambiguous survey questions and assisting in developing new training packages. The author is a personal friend and potential business associate of the CO. This is relevant to the status, presentation and motivation of the author as the aim of this study is to assist in the development of new business opportunities for both. The four instructors interviewed were friends or acquaintances of the author and the CO and they were informed of the purpose of their involvement in the study; namely to identify customer delight and relate it their instruction activities.

Cross examination or triangulation involves using more than one data gathering method (e.g. interviews and questionnaire) and/or more than observer view point. O'Donoghue & Punch (2003:78) describe it as a "method of cross-checking data from multiple sources to search for regularities in the research data". It can provide a more detailed and balanced view of social behaviour by studying it from more than one standpoint (Cohen& Manion 2000: 254) and can improve the validity, reliability and credibility of qualitative research through cross verification (Patton 1999:1189).

In the study of customer delight, the methodology and data analysis was adapted from a published study (Crotts et al 2008) and is appropriate and defensible. Because of the small sample size of the CO's student group, the researcher sought a degree of triangulation by studying customer delight across four different recreational training activities, and collecting data from the customer perspective (through a survey) and from the instructors perspective (by interview).

Reliability refers to the extent to which methods can be repeated with the same result or if the results are consistent over time. The action research can be considered reliable because the methods for identifying the key drivers of customer delight can be used to studying other recreational training group(s) or any service providing a high content of social and experiential elements. A similar process of matching service provider features to customer drivers could be used to inform the development of new/enhanced services for any recreational training service.

In terms of the reliability of the customer surveys and instructor interviews, the aim was not to find universal drivers of delight, but the drivers of delight for a specific group under a specific instructor. Data reliability is difficult to prove as the study is qualitative, some interpretation of data is needed and results would vary if a different researcher was used. The study examined four individual instructors and their student groups making them context and case dependant. In order to minimize the researcher effect and improve reliability, a single researcher carried out all interviews and surveys and sought to keep all aspects of data collection consistent across all groups, and take note of any differences. Finally the survey sample sizes are too small to be considered representative of a larger population. However the study sought to improve reliability by using several sources (four different groups) and triangulation through two different methods of data collection (interviews and surveys).

Validity refers to the extent that the research truly measures what was intended and the truthfulness of the results. The two general tests of validity apply to this study. The first is the validity of the method. It can be stated with confidence that the results of the customer surveys do reflect the drivers of delight for each group. Only the responses from respondents who indicated both satisfaction and intention to continue with the service were counted towards the drivers of delight. The responses on the customer surveys can be considered valid on face value in terms of representing the customer's likes and dislikes.

The second test is of repeatability. These results can be reproduced in studies of other groups. The triangulation study sought to improve validity in this area by studying four groups each of different but related training activity. The survey methods and instruments were the same for each group and yielded valid results.

The basis for validation in action research is the deliberate adoption of the action research cycle (Coghlan & Brannick 2000). This study can be considered valid in this aspect as it concludes one cycle of research with the evaluation of packages for new recreational training services. Additional iterations of the action research cycle involving subsequent delivery of new services are outside the scope of this study.

A further aspect of validity is not addressed, however, that of the ability of an instructor to reproduce similar delight effects with a different group using a new enhanced service package. This key business question would be the subject of a further iteration of the action research cycle and is outside the scope of this study.

3 THEORETICAL BACKGROUND

The theoretical background reviews existing research literature to provide a basis for the study of the business problem. The phenomena of customer experience, satisfaction and delight are examined with the aim of identifying the main dimensions of the service experience that customers most strongly respond to and are most likely to influence repeat purchase and word of mouth referrals. A generalised concept model of customer experience is proposed for recreational training services. This will be used as a concept map to aid in developing new service packages. A survey method is also proposed to identify the key drivers of customer delight within a customer group.

3.1 Customer Satisfaction

The concepts of customer satisfaction and delight have been widely discussed and researched and are considered important goals for a service business as they can result in greater customer loyalty, market share, and profitability (Prahalad & Ramaswamy 2003). Customer loyalty is of significant importance as the long term growth and profitability of a business can be strongly affected by its ability to retain customers (Reichheld & Sasser 1990) and by its customers' willingness to recommend a product or service to someone else (Reichheld 2002). But some consider customer satisfaction alone as not enough to remain competitive and that in order to retain customers there is a need to strive for customer delight (Blackwell et al. 2006), (Oliver et al 1997).

Cambridge dictionary online gives the following definitions:

Satisfaction: fulfilment of a need or wish

Satisfactory: good enough for a particular need or purpose

Satisfy: to please someone by giving them what they want or need

(CDO 2011).

Customer satisfaction has been extensively researched in the fields of consumer behaviour and tourism and can be defined as "post consumption evaluative judgment concerning a specific product or service" (Gundersen, Heide, & Olsson, 1996:74). While Oliver (1999) defines it as the consumer's fulfilment response and the degree to which the fulfilment is pleasant or unpleasant.

Satisfaction is considered to be based on the customer's perceptions of service quality and has been found to have a significant effect on behavioural intentions after service consumption including repeat purchase, positive word-of-mouth referrals, loyalty, complaining behaviour and price sensitivity. Improving service quality can increase favourable intentions and decrease unfavourable intentions amongst customers (Zeithaml, Berry & Parasuraman 1996).

But is satisfaction with service quality enough to keep customers? Some research has demonstrated large differences in retention between moderately satisfied customers and those with complete satisfaction (Jones & Sasser 1995) and that even satisfied customers are prone to defect to competitors (Reichheld, Markey & Hopton 2000).

One reason for the weak linkage between repeat purchase and satisfaction may lie in the role of emotions in behaviour. While much of the service quality research has focused on satisfaction being a primarily cognitive or rational reaction based on a customer's expectations (Evardsson 2005) there is evidence that affective (emotional) aspects have greater influence in customer behaviour (Koenig-Lewis & Palmer 2008).

3.2 Customer Delight

Delight is conceptualized as a strong positive emotional response to a service encounter and is considered to have the most potential to influence future customer behaviour (Berman 2005), (Oliver 1997). Some research has shown that the customer behaviours of loyalty, repeat purchase and positive word of mouth recommendations are positively correlated with both satisfaction and delight but are better predicted by delight (Yu & Dean 2001), (Torres & Kline 2006).

Cambridge dictionary gives the following definitions:

Delight: (something/someone that gives) great pleasure or happiness

Delightful: very pleasant, attractive or enjoyable

(CDO 2011)

Customer delight has been regarded as a qualitatively different concept to satisfaction but there is not a clear consensus on its definition and cause. Oliver, Rust & Varki (1997) define it as a positive emotional state resulting from *surprise* and *exceeded expectations*. Others have conceptualized delight variously to be at the extreme end of the satisfaction continuum, joy or happiness, an emotional (affective) reaction to a service or product providing satisfaction, exceeding expectation or providing unexpected value (Berman 2005).

But should delight be limited to merely surprise-plus-happiness? Is surprise a necessary element of the pleasure felt when revisiting a favourite book, movie, or restaurant? And are the emotions of happiness or joy the only ones that maintain the loyalty of long term students of dance, yoga, singing or martial arts, especially as these disciplines can also be difficult, frustrating and even painful.

In a review of the delight research, Alexander (2010) questions the general uncritical acceptance and lack of strong empirical evidence supporting the *delight as surprise and happiness* concept. The role of surprise is questioned by two studies of leisure experiences (Kumar, Olshavsky and King 2001) (St.James & Taylor 2004) which conclude that delight can be the result of joy without surprise, and that delight can be anticipated and re-enacted. Anticipation may itself be an important feature of customer experience as evidenced by the use of queuing and waiting times by some events organizers to generate excitement for the main event (Cowley, Farrell & Edwardson 2005).

The role of emotions as a distinguishing feature of the customer experience within leisure services may provide a broader perspective on delight in services generally. One possible stimulus or form of delight is the experiential state of *flow*. Flow has been examined within a number of activities such as rock climbing, games, ritual events, sports, and artistic performances (Csikszentmihalyi, 1988). It is described as a combination of focus of attention, loss of self-consciousness, feeling of control, loss of anxiety and significant feelings of pleasure and "so desirable that one wishes to replicate it as often as possible" (Csikszentmihalyi, 1988:16).

The flow experience as one cause for delight could suggest a further stimulus for positive emotional response: that of loss of an unpleasant mood or feeling. This may give

some insight into the delight responses from customers who have been provided exceptional service recovery compensation after having suffered a service failure.

3.3 Total Customer Response

Based on the above conceptualizations, *satisfaction* can be considered to be a positive rational response to a service, and *delight* as a positive emotional response. The total customer response to a service can then be regarded as a complex interrelated construct of rational and emotional elements.

The relationship is complex due to the interrelationship between rational and emotional processes after service consumption (cognitive dissonance and rationalization). In addition emotional reactions and values can vary greatly between individuals (values dissonance) such that the stimulus that creates positive emotions for one consumer may create negative emotions for another (Oliver, 1997). Responses and values can also vary over time for the same customer (values shift), such that the features important to a new customer different to those a long term customer (Mittal & Katrichis 2000).

The different features within a service experience also generate different responses while contributing to the overall response. Berman (2005) uses the Kano (1984) model to explain differences in features. Certain features are taken for granted and only noticed by their absence or underperformance, Kano (1984) calls these "must be" requirements. These features are likely to only have the potential to create dissatisfaction or outrage (the opposites of satisfaction and delight) from underperformance. A number of other features make up part of the customers expressed needs or wants, Kano's (1984) "satisfier" features. As such these are expected from a service and have the potential to contribute to customer satisfaction. The "attractive" features (Kano 1984) are those that are not normally part of a customer's expressed needs and have the potential to generate the positive emotional response of delight

The positive customer response to a service over repeated episodes has the potential to develop loyalty behaviour in customers, in particular long term repeat purchase and positive word of mouth referrals. The long term growth and profitability of a business can be strongly affected by its ability to retain customers (Reichheld & Sasser, 1990)

and by its customers' willingness to recommend a product or service to someone else (Kumar, Petersen & Leone 2007), (Reichheld et al., 2000).

Delighted customers have the potential to become "advocates" and "champions" (Kumar et al (2007), the loyal customers who provide positive word of mouth recommendations of the service. Such customers are the most valuable for business growth as they bring in new customers (Kumar et al. 2007), (Reichheld 2002).

It can be concluded that:

Satisfaction is a positive rational response to evaluation of service features based on fulfilled needs and expectations.

Delight is a positive emotional response to features of the service experience.

It may be also concluded that; delight could be as a result of many types of stimulus within the customer experience (not just surprise); delight and satisfaction are inherently different but interrelated; delight has the greater potential to influence customer repeat purchase especially in services focusing on customer experience such as recreational training. Further, delighted customers have the potential to become the most valuable customers to a business, "advocates" and "champions"; the loyal customers who bring in new customers through word of mouth recommendations (Kumar et al. 2007).

For completeness two further concepts should be mentioned, the polar opposites of satisfaction and delight:

Dissatisfaction: is a negative rational response to evaluation of service features (or missing "must have" features) based on unfulfilled needs and unmet expectations.

Outrage is a negative emotional response to features (or missing "must have" features) of the service experience.

Outrage should be considered to include any strong negative emotion; such as anger, disgust, fear, embarrassment. Both outrage and dissatisfaction may be in response to (a) an underperforming feature of service (e.g. restaurant food is cold and service is slow), (b) an unpleasant feature of the experience (e.g. loud music, other customers annoying behaviour), (c) or a missing feature (e.g. no toilet facilities, lack of sanitation

leading to food poisoning), Kano's (1984) "must have" features. Outrage should be considered to extremely detrimental to a business, not only through loss of customers, but also the creation of "Terrorists", (Jones & Sasser 1995:96) the disgruntled ex-customers committed to damaging the reputation of a business through negative word of mouth and active complaining behaviour.

3.4 Customer Experience

In this section the perspective of the customer's experience is examined and related to recreational training services. The aim will be to identify the general types of features (dimensions of value) which are likely to have the greatest impact on customer satisfaction and delight and so on repeat purchase intentions. A concept map is proposed showing these key dimensions of value in the customer experience and will be used as an aid in development of new training services.

3.4.1 Defining Customer Experience

Customer experience is recognized as an important emerging concept for service businesses but as yet it does not have a commonly accepted definition. It has largely been examined in terms of managerial actions and outcomes rather than as a separate construct (Verhoef et al. 2009). The focus of research has primarily been on cognitive (rather than emotional) reaction to predefined measures of service quality and the roles of specific service attributes (e.g. employee behaviour or pricing) on service experience delivery (Caru & Cova, 2007).

Cambridge dictionary defines the noun *experience* as the process of getting knowledge or skill from doing, seeing or feeling things or something that happens to you that affects how you feel (CDO 2011).

Gupta & Vajic (2000:34) give a provider-centred definition of customer experience as: "...any sensation or knowledge acquisition resulting from some level of interaction with different elements of a context created by the service provider". Similarly Johnston & Clark (2005) regard it as the customers' direct experience of the service process, the organization, the facilities, other customers and interactions with service representative, adding that the customer has to provide input in terms of time, money and effort.

Verhoef et al (2009) suggests a broader conceptualization of the customer experience for the retailing sector:

...holistic in nature and involves the customer's cognitive, affective, emotional, social and physical responses to the retailer. This experience is created not only by those elements which the retailer can control (e.g., service interface, retail atmosphere, assortment, price), but also by elements that are outside of the retailer's control (e.g., influence of others, purpose of shopping). ... the customer experience encompasses the *total* experience, including the search, purchase, consumption, and after-sale phases of the experience, and may involve multiple retail channels. (Verhoef et al 2009: 32)

For the purposes of this study a customer experience is defined as the customer's direct and indirect experience of the service event (the activities, the process, the facilities), the social interactions (with the service provider and other customers), during the event and in the before and after periods. Customer memories are shaped by their experiential responses (physical, emotional, cognitive and behavioural) to and expectations of the service event.

3.4.2 Value Dimensions in Recreational Training

The service quality research of Parasuraman, Zeithaml, & Berry (1988), examined a broad spectrum of service industries concluded that *tangibility, reliability, responsiveness, assurance* and *empathy* could be used as good generalized dimensions for measuring service quality. However there is some doubt about broad generalizations across varied service types and context, and whether universal value concepts are useful for specific services. Chowdhary & Prakash (2007), in study of 16 service types concluded that no generalization of the importance of quality dimensions is possible across all services. Then what values are important in the service experience of recreational training?

In the context of recreational training, the customer experience has characteristics which makes it intrinsically different from the brief service encounters within many other service types (for e.g. bank, retail store or restaurant). The nature of recreational training involves emotional investment and cooperative effort from the customer over

an extended period of time with physical or skill development occurring over many episodes. There is intense interaction with the service provider (instructor) and within a group of other customers over months and years often resulting in social commitment. Furthermore, the value the training provides to the customer is less straight forward than vocational training as it is open ended (no completion date), physically challenging, slow in progress (months and years not days), with largely intangible outcomes (skills and conditioning).

In the customer experience paradigm "value creation is defined by the experience of the specific customer, at a specific point in time & location, in the context of a specific event." Prahalad & Ramaswamy (2003: 14). The value within experiences can be described as those that "a customer finds unique, memorable and sustainable over time" (Pine & Gilmore 1998:12). In their study of restaurant customers, Walter, Edvardsson & Öström (2010) propose three key dimensions for service experiences: the core service, the social interaction and the physical context.

For the functional core of the service, the providers role can be described as providing value by "the application of specialized competences (knowledge and skills), through deeds, processes, and performances for the benefit of another entity or the entity itself". Vargo & Lusch (2004:2). For the social dimension in services, the elements of value come from the personal interactions between service provider, the environment and other customers (Caru & Cova 2007), (Gupta & Vajic 2000).

The importance of environmental conditions and atmosphere (such as smell, scent, temperature, colour, air quality, sound and lighting) within the physical service setting has been highlighted by some research (Pine & Gilmore, 1998). Regarding the physical context, a service can be considered to be provided within an *experience space* where the individual customer influences, is actively involved in and derives personal meaning from the co-created experience (Prahalad & Ramaswamy 2003), (Vargo & Lush 2004). This *experience-space* should be differentiated from the *service-space* (place of service consumption), as memorable experiences can occur in or be influenced by elements occurring before, during and after service encounter (Oliver, 1997), and a customer's perception of an experience may be due to elements outside of the service provider's control (for example lack of parking near a recreation venue).

An additional dimension of value should be considered for those service which are primarily experiential or hedonistic (such as in tourism, leisure or entertainment). The key outcomes here are in "sensory, emotional, cognitive, behavioural and relational values that replace functional values" (Palmer (2010: 197) quoting Schmitt (1999: 26). Vigorous physical activity (such as in sports or martial arts) provide visceral values to customers: strong feelings in the body of relaxation, excitement, aliveness, fitness and changes of consciousness.

One experiential value that may be sought by customers is *flow*, a state of consciousness of enjoyment, complete concentration and deep involvement in an activity (Csikszentmihalyi 1988). Flow usually occurs in structured interactive activities when an individual's skill matches the challenges of the situation and where goals are clear and feedback is provided quickly and unambiguously. Characteristics of flow are typically of personal perception: complete focus on the activity, alert, effortless control, distortion of time, loss of the awareness of self. (Csikszentmihalyi 1988). The role of the instructor within in the context of the interactive training group would seem to be as a facilitator of the flow experience.

Recreational training has the core service elements of skill development and physical conditioning, it involves the social elements of the interaction with an instructor and a specific group of customers over a number of service episodes, and the physical context of the service event (venue, facilities and environment).

The social dimension is more pronounced than in restaurant experiences as it can involve significant aspects of live performance (interactions between performer and audience). In addition, the repeated social interactions that take place between customers and with the service provider can, over time, develop into part of the individual's social identity. This is the phenomena of *leisure identity salience*, described in leisure research literature as the importance of social commitment and identity to self definition related to involvement in an activity of "serious leisure" (Shamir 1992).

In addition to the three dimensions of core service, social interaction and physical context, recreational training services have strong experiential or hedonistic elements of value with affective physical and emotional aspects (excitement, comfort, interest, re-

laxation, arousal, flow) created through active interaction between the customer and all other dimensions.

3.4.3 Proposed Concept Model

For this study, it is proposed that customer experience, as related to recreational training, is made up of four interrelated dimensions of value; The Experience Space, the Social Dimension, the Visceral Dimension, and the Functional Dimension. A generalized concept model of the customer experience in recreational training is proposed and shown in Figure II:

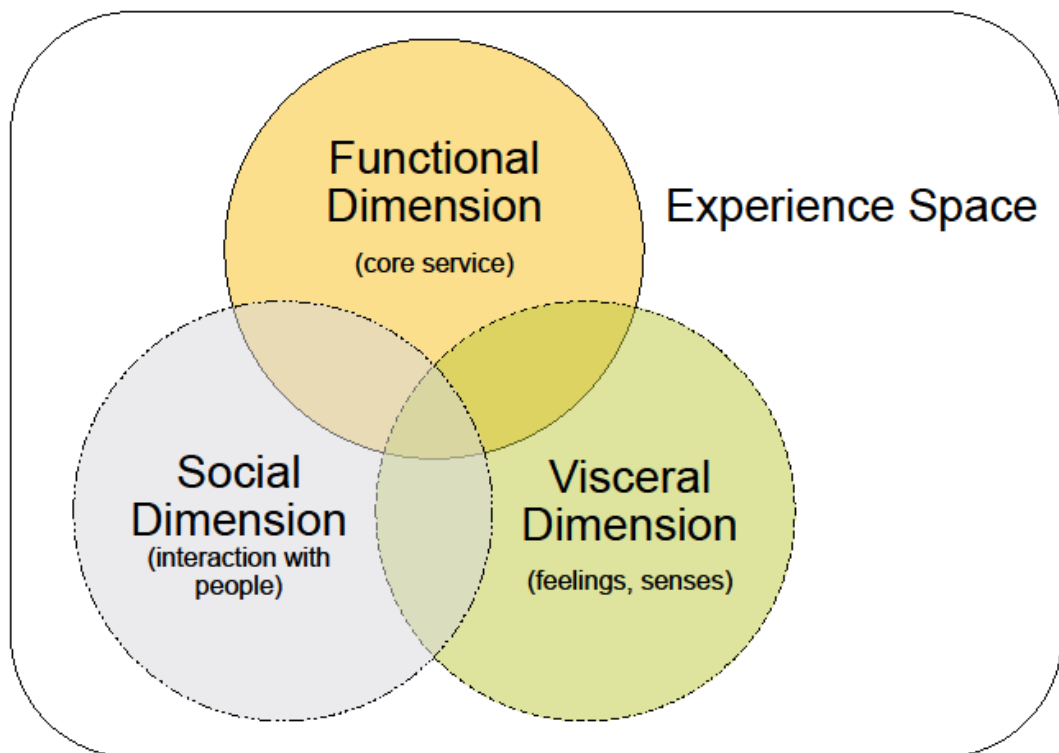


Figure II : Customer Experience in Recreational Training

Referring to Fig. II, the model of Customer Experience is conceptualized as a Venn diagram and describes the main dimensions of customer experience and how they relate to each other. *Experience Space* is the time, place and context in which the total experience takes place. The *Functional Dimension* refers to features and activities involved directly with consumption of the service. The *Social Dimension* refers to the interpersonal interactions that are inherent to a service experience, while the *Visceral Dimension* refers to the personal internal responses experienced by a customer.

Within each of the areas lies the potential for a memorable customer response, positive (delight, satisfaction) or negative (dissatisfaction or outrage). It should be noted that Fig II is conceptual and generalized with the intention to represent all recreational training service. If the model were used to represent specific services, the relative sizes of the dimensions and their degree of overlap would vary considerably between service types.

The *Experience Space* encompasses all the activities and features which affect the experience of the customer before, during and after service consumption, both inside and outside the control of the provider. It includes the physical features of the space (size, lighting, atmosphere, temperature) and aspects relating to access to the service (parking, public transport).

The *Functional Dimension*, are the features and activities directly related to service provision. It encompasses the physical/technical enablers of service referred to by Bitner (1992) as the "servicescape", and includes everything done by/with the service provider including, as Vargo & Lusch (2004:2) put it, "the application of specialized competences (knowledge and skills), through deeds, processes, and performances for the benefit of another entity".

The *Social Dimension* encompasses all customer experience that is related to interacting with people: From interactions between customer and service provider (service employees), between individual customers, within and between of customer groups, and live performance either as performer or audience member. This dimension can be considered to include value in the form of *leisure identity salience* (Shamir, 1992), the social commitment and sense of identity related to leisure activity.

The *Visceral Dimension* encompasses the physical experiential aspects of value including those mentioned by Schmitt (1999); all senses, feelings, emotions and reactions of the body experienced by an individual (e.g. elevated pulse rate, excitement, sweat, stress, relaxation, pain, boredom, skill improvement, feeling strong). For the purposes of this model, this should also include experiential states of consciousness such as flow (Csikszentmihalyi 1988). Cambridge dictionary (CDO 2011) defines the adjective *visceral* as the reactions to deep feelings and emotions rather than based on reason or thought, and related to *viscera*, the organs in the body.

The *functional-social* overlap represents the experience of interaction with people providing the service (e.g. empathy, responsiveness, annoyance, politeness, professionalism). The *functional-visceral* overlap represents feelings, sensations, and physical effects on the customer as a result of the service itself, for example confidence, skill improvement, feelings of strength, tiredness and relaxation. The *social-visceral* overlap represents feelings and sensations as a result of interaction with other people including other customers (e.g. camaraderie, annoyance, embarrassment, attraction, comfort). The three-way overlap, *social-functional-visceral*, represents the experience of interacting with service people which has an effect on the customers senses and feelings effect as a direct result of the training activity.

3.5 Identifying Key Drivers of Delight

Key drivers of delight in a service experience are those features that are most important to the customer and that contribute most to the emotional attachment (and repurchase behaviour) toward the specific service provider. Ford & Heaton (1999) suggest that key drivers can be identified by establishing a direct relationship between how customers rate service performance and their intent for repurchase. The key drivers can be considered to be the critical attributes of service within recreational training services (Crotts et al 2008). Identification of the attributes most important to the success of a business is a critical strategic task of a service business. (Gundersen et al, 1996). Further, to improve a service, the link must be found between the service elements (what the providers does) and the key drivers.

To identify drivers of customer delight in a service there is a need for an exploratory study using open ended questions to allow customers to provide responses that are personally meaningful and where the most important features come from the customers' own words (Crotts et al, 2008). This bottom up approach is in contrast to methods widely used in services research (such as SERVQUAL) where predefined service attributes are given to customers to rate their relative importance. Such predefined attribute approach is of limited use where there is complexity and uniqueness within specific service experiences (Pritchard & Havitz 2006).

Crotts et al (2008) successfully used an exploratory study to identify the drivers of guest delight at a food and wine festival. A questionnaire asked respondents to rate their experience, to indicate their likelihood of revisit and to answer simple open ended questions on what they liked and disliked most about their visit. The "like" and "dislike" responses of "delighted" customers (high satisfaction and high revisit intent) were aggregated according to their similarities and dissimilarities into categories. Each category represented a key driver and the number of responses within it indicated its relative importance.

To enable a business to enhance its service, there is a need to establish a clear link between what a service provider does (the service elements) and what the customers value (the key drivers of delight). Interviews of service providers can be triangulated with customer surveys to gain detailed insight into the effect of what providers focus on in the service act. Triangulation involves using more than one data gathering method (e.g. interviews and questionnaire) and/or more than observer view point and can improve the validity and credibility of qualitative research (Patton 1999:1189).

It is proposed that a modified version of the Crotts et al (2008) method be used to identify the key drivers of delight in four related recreational training groups and that this be triangulated with the instructor interviews to link the service elements with the key drivers. The results would show those service elements within each training activity that contribute to customer delight. These results would be used to inform the development of a new enhanced service by incorporating potential "delightful" elements into a basic functional training package.

4 RESULTS AND ANALYSIS

This section describes the outcomes of a cross examination study of customer delight and interactive interviews with the CO. The cross-examination study involved customer surveys and instructor interviews in four recreational training groups. The results of the customer survey are given in 4.1, instructor interview results in 4.2 and the results of CO interactive interviews in 4.3

The results of each part of the study are presented and analysed. In the analysis the results are explained and interpreted for their general implications to service provision and how they may be related to the CO's development of new services for a wider customer base.

In the cross examination study, the results from customer surveys and instructor interviews of four recreational training groups are presented and analysed. The survey results show the key drivers of customer delight, these being features of the service experience which are most important to each group. The results from the instructor interviews show the main elements provided by the instructor that contribute to the service experience.

The results of the interactive interviews with the CO show the outcomes of a number of brainstorming, discussion, interactive interview sessions between the author and CO. The interactive interviews were aimed at identifying potential customer groups for the CO, relating the findings of the cross examination study to new services and detailing a new service package enhanced for customer delight.

4.1 Customer Surveys

The surveys were conducted on four recreational training groups within the greater Helsinki area in March 2010. The groups were small (20 people or less) of mostly Finnish people.

The customer experience surveys were carried out according to the method outlined in Section 2.3 and sought to identify the key drivers of customer delight within each ser-

vice experience. A questionnaire asked the customer to indicate their overall satisfaction and intention to continue with the training service and asked them to identify in their own words what they liked and disliked most about the training. Information on customer demographics and level of experience with the training activity was not asked for in the survey.

The responses were counted and analysed in a two-step process. The first step involved identifying and retaining the questionnaires indicating both positive satisfaction and positive intention to continue with this service provider. Only the responses from these questionnaires were then analysed in the second step. In the second step, each like and dislike response was examined and initially categorized into one of four experience dimensions. Then the responses were aggregated according to their similarities and dissimilarities to create categories.

The results tables show the response count within each category. The higher the count the more significant the factor is to the group. For clarity those responses that could not be categorized into a group (one count only) were excluded from the table but were included in the totals.

When interpreting the results, the categories of “likes” should be considered key drivers of delight as they are positively linked to customer satisfaction and intent to continue with the service. These are the aspects of the service experience that keep customers happy and coming back time after time. The “dislikes”, while important to the instructor for fine tuning the training service, are not critical issues as they have not had a significant impact on the attitude and behaviour of satisfied customers.

4.1.1 Capoeira Group

A total of 16 surveys were completed and returned out of a training group of 20. Observation of the group estimated that the group was approx. 60% male, aged between 20 and 40.

In the first step all 16 responses were identified as having both positive satisfaction (3 indicated “like” and 13 indicated “love”) and positive intention to continue with this service provider. In the second step the like and dislike responses were aggregated

and the counts within each category are shown in Table 1. The high count “like” categories should be considered key drivers as they are positively linked customer experience and intent to continue with the service.

Table 1. Capoeira Group Customer Survey Results

Count of comments in Like and Dislike									
	Functional (Core service)		Social Interaction		Visceral & Sensory		Exp. Space		
Like	teacher/teaching	7	game/ improvised contact	9	free expression/flow	8	style	2	
	exercise/ conditioning	5	group atmosphere/ spirit	9	get sweaty	4			
	learning new things	5	the people	8	feeling and spirit	3			
	music	4	humor / relaxed		fun	2			
	developing skills	4	atmosphere	4					
	variety of activity	3	playing music/ singing	3					
	Total	32	Total	30	Total	17	Total	4	
Dislike	too demanding/difficult	6	bad behavior	6	poor condition /		training		
	poor feedback/		poor game behavior	5	performance	5	time/day	7	
	instructions	4	macho/ ego attitude	6	bad music				
	Portuguese songs hard	2	group doesn't work	2	performance	2			
			not enough people	2	when in bad mood	2			
	Total	15	Total	23	Total	12	Total	11	

Note: the totals include minor categories that were not listed here (those of 1)

The results of Table 1 show that, out of the 16 “like” categories, the top five key drivers of delight are: “game/improvised contact”, “group atmosphere”, “the people”, “free expression/flow”, “teacher/teaching”. Together these made up around half of all positive comments given. These can be considered the key drivers of customer delight for this capoeira group.

On the negative side, the most frequent “dislike” features of the training experience are: “too demanding/difficult”, “bad behaviour”, “macho/ego attitude”, “time/day of training”. Of the 12 categories of “dislike”, these top four represented 40% of all negative comments. These negative categories should not be considered key drivers as they have no relationship with repeat intent or overall satisfaction. This suggests they are important issues for maintaining a group long term but are not critical issues.

Looking at the results from a macro level; the functional core service features and activities are as important as the social aspects but the social features were more polarized. The Functional and Social dimensions had a similar numbers of “like” comments, making up almost 75% of the total but three of the top five drivers of delight were

within the Social dimension. While the dislike responses were more evenly spread, the Social dimension had 37% of the total “dislike” count and two of the top four “dislike” categories. The features of the Experience Space for this training group appears to have little influence on customer delight and may only act as a potential for minor dissatisfaction.

The results would seem to show that the people of this group are motivated to stay equally because of delight with learning/developmental aspects of the training and the socially interactive features of the training experience. The key driver of “flow/free expression” within the visceral dimension suggests that the ability to achieve flow as part of the dance and interactive movements is a significant feature for these customers.

The learning/developmental drivers are spread across several small categories which would suggest that the motivations for training vary within the group. The key drivers in the social dimension are larger which suggests that some common element(s) inherent in the training has a large influence on the overall training experience. A similar concentration of dislike features within the social dimension also suggests that this element does not always work.

There are some issues to consider when applying these results to the development of new training packages for a more general customer base. The instructor’s role would appear to be a central moderating feature for both the functional training and the group behaviour and, as such, is crucial to a positive customer experience. This may be a problem with instructing large groups or groups with frequently changing members.

The high dislike responses of “too demanding/difficult” and “poor condition/performance” suggest that some of the training activities are very difficult even for delighted customers and should be made less demanding for customers from the wider community.

The strong responses of both like and dislike of social/interactive aspects may be an indicator that these elements of the training experience may be potential *outrage factors* for differently motivated groups. These elements may need to be modified for a training package aimed at a wider customer base to take into account individual dis-

comfort with close interaction, customer compatibility, frequently changing group composition. The interrelation between delight factors is not shown by the results, and it is not known if modifying one of the social elements of the training will impact elsewhere.

4.1.2 Singing Group

A total of 18 surveys were completed and returned out of a training group of 21. Observation of the group estimated that the group was approx.70% female, aged between 16 and 70. All responses indicated positive satisfaction with the service (6 indicated "like" and 12 indicated "love"). A total of 17 indicated an intention to continue with this service provider, one indicted intention to quit. A total of 17 respondents can be considered delighted.

Table 2. Singing Group Customer Survey Results

Count of comments in Like and Dislike										
	Functional (Core service)			Social Interaction		Visceral & Sensory		Exp. Space		
Like	good/ supportive/ inspiring/ teacher	17	familiar / nice group	7	expressing emotions	6				
	developing voice / technique	11	singing in a group	5	freedom/confidence/ fulfillment	5				
	diverse music/song selection	8	fun/nice/relaxed atmosphere	4	good feelings/mood	5				
	learning new songs	4			singing with own voice	4				
	voice exercises	3			calming / relaxing	4				
	Total	46	Total	20	Total	27	Total	1		
	Dislike	Foreign language songs	3	irrelevant comments from other students	2	frustration with own voice/skill	9	venue (size/location)	3	
						range is too high / low	2	class time		
					nervous excitement	2	short/early	4		
Total		8	Total	4	Total	14	Total	7		

The negative comments given were significantly fewer than the positive (33 vs 94) and only one important "dislike" feature was identified: "frustration with own voice/skill" (9), representing over a quarter of all negative comments. This negative category should not be considered a key driver as it has no relationship with repeat intent or overall satisfaction.

From the macro level; the results show the functional service features and activities are the most important for this group, making up almost half of the total positive comments and three of the key drivers of delight. The social and visceral dimensions are secondary with similar numbers of "like" responses to each other, making up half of the total count.

The results would seem to show that the people of this group are primarily motivated to stay because of functional training elements (singing development) with the social and viscera elements as secondary. The large dislike category of "frustration with own voice/skill" would also seem to suggest this strong performance based motivation. The experience space would seem to have little effect on customer delight for this group.

The interactions between drivers cannot be determined from these results but may be inferred based on the author's experience as a trainer. The visceral drivers would appear to be at least in part supported by the functional drivers, with "supportive/inspiring teacher" and "developing technique" as likely enablers of "expressing emotions", "confidence", "feeling good", "singing with own voice". It is also likely that the social drivers influence these, in that customers may feel free to express emotion when the group is friendly and familiar and the teacher is inspiring.

Some issues should be considered when applying these results to the development of new training packages for a more general customer base. The instructor's role would appear to be a critical to providing a positive customer experience both in terms of learning/development and moderating the emotional impact of people singing in a group. The training activities and instructor's focus would need to be modified for a wider customer base which is not primarily motivated by development and performance, and whose singing ability is low. Recreating the delight factors within the social dimension may be difficult with large groups and with groups with frequently changing members.

4.1.3 Zumba Group

A total of 18 surveys were completed and returned out of a training group of 24. Observation of the group estimated that the group was approx. 90% female, aged between 18 and 50. All responses indicated positive satisfaction with the service (12 indicated "like" and 6 indicated "love"). A total of 17 indicated an intention to continue with this service provider, (one stated "change to another group").

Table 3. Zumba Group Customer Survey Results

Count of comments in Like and Dislike				
	Functional (Core service)	Social Interaction	Visceral & Sensory	Exp. Space
Like	inspiring/good teacher 6	happy / lively atmosphere 7	music 15	venue/location 4
	effective exercise 6		the movements / dance 12	
	good difficulty level 4		happy/fun 7	
	speed of dance 3		flow/ energy/ music 6	
	learning new things 2		grabs you 6	
	Total 22	Total 9	Total 40	Total 6
Dislike	difficulty level 8	too many or not enough people 3		venue 5
	not enough guidance 3			
	Total 14	Total 3	Total 2	Total 9

Note: the totals include minor categories that were not listed here (those of 1)

The Table 3 results show that, out of the 11 "like" categories, the top two key drivers of delight are: "the music" (15) and "movements /dance" (12). Third largest drivers; "happy/lively atmosphere" (7), "happy/fun" (7) are important drivers of delight and would appear to be related. Together these made up over half of all positive comments given. These can be considered the key drivers of customer delight for this zumba group.

The most frequent "dislike" feature of the training experience is "difficulty level" (8) this representing half of all negative comments. This negative category should not be considered a key driver as it has no relationship with repeat intent or overall satisfaction. This suggests it is an important issue for maintaining group satisfaction long term, but it is not a critical issue.

Looking from a macro level; the visceral and sensory features are the most important aspects of the service experience for this group making up over half of all positive comments and containing three of the key drivers of delight. The role of music selection and dance choreography in helping to create the atmosphere would seem to be crucial. The features of the Experience Space, specifically the venue, appears to have little influence on customer delight for this training group and may only act as a potential for minor dissatisfaction. The limited number of categories within the social dimension, only "happy atmosphere" and "not enough/too many people" would appear to suggest that zumba is enjoyed by an individual in the presence of a group but not interacting with the group, i.e. the other people make up part of the background atmosphere.

The results would seem to show that the people of this group are strongly motivated by having fun with the music and dance and experiencing it as an individual in the presence of a group. There are some issues to consider when applying these results to the development of new training packages for a more general customer base. Keeping the dance steps challenging enough to be interesting and fun but not so easy as to be boring would seem to be a significant challenge for an instructor. The appearance of "difficulty level" in both like and dislike would suggest this. This is a potential problem for groups of mixed ability and fitness level.

What is not shown by the results is the interrelation between delight factors. However some inference can be made based on instructing experience. The role of the instructor in selection of music and dance steps appropriate to the group taste and ability would seem to be critical as the enabler of all other delight factors. The ability for an individual to enjoy the experience from a visceral perspective may be influenced or enabled by the difficulty level of the dance and the mood of the group as a whole. The choice of venue and group size must take into account the need for customers to see the instructor's dance steps and hear instructions, see their own steps (in a mirror), be aware of other people dancing and have enough space to dance.

4.1.4 Yoga Group

A total of 9 surveys were completed and returned out of a training group of 11. Observation of the group estimated that the group was approx. 50% female, aged between 20 and 40. All responses indicated positive satisfaction with the service (5 indicated "like" and 4 indicated "love"). All indicated an intention to continue with this service provider.

Table 4. Yoga Group Customer Survey Results

Count of comments in Like and Dislike				
	Functional (Core service)	Social Interaction	Visceral & Sensory	Exp. Space
Like	development 7	friends doing together 4	feel good / peaceful / calm 8	location/time 2
	teacher is good / professional/ supportive 6		body awareness 4	
	Total 12	Total 5	Total 14	Total 2
Dislike	difficult movements 3		own limitations/ progression 3	small space/ crowded 5
	difficult breath-work 2			room ventilation 2
	not enough guidance 2			
	series hard to remember 2			
	irregular training 2			
	Total 12	Total 1	Total 4	Total 8

Note: the totals include minor categories that were not listed here (those of 1)

The results for the Yoga group show that, out of the 6 "like" categories, the top three key drivers of delight are: "Feel good/peaceful/calm" (8), "development"(7) and "teacher is good/professional/supportive"(6). Together these made up 64% of all positive comments. These can be considered the key drivers of customer delight for this yoga group.

The top "dislike" feature of the training experience is "small crowded space" (5) this representing a quarter of all negative comments. This negative category should not be considered a key driver as it has no relationship with repeat intent or overall satisfaction. This suggests it is an important issue for maintaining group satisfaction long term, but it is not a critical issue.

At the macro level; the functional dimension made up 36% of the positive count two of the key drivers and the visceral dimension 42% of the count and one of the key drivers. This suggests that the most important motivators of this group are the training

and development features of the service and visceral aspects resulting from the training experience. The low counts within the social and experience space dimensions suggest they only play a minor role, although the venue may be important in a supporting role and as a potential factor for dissatisfaction.

The main role of the instructor would seem to be in supporting skill development. An important area of potential dissatisfaction for this group is shown by the large number of the “dislike” counts spread across many small categories relating to difficulty of the training or individual performance/progression. This would suggest that many people find something difficult about the training but that this difficulty does not have a negative impact on the visceral aspect of the experience.

There are some issues to consider when applying these results to the development of new training packages for a more general customer base. The difficulty of the training as suggested by the “dislikes”, would suggest that challenging aspects of training would need to be modified for a wider audience if this does not strongly impact on the positive visceral aspects.

4.1.5 Customer Survey Conclusions

The surveys identified the key drivers of customer delight for each of the four training groups. They also identified areas of dissatisfaction amongst these satisfied repeat customers.

Because of the difference between the groups and their training activities only general comparisons between the survey results can be made. The small sample sizes also mean that the results of each survey are not representative of all groups training in similar activities. These drivers represent what these customers value most in the unique experience of training in their group with their specific instructor. Other groups doing similar activities would show a different “delight profile” but would be expected to share some of the delight factors.

Interpretation of the results allowed assessment of the training experience at a macro and micro level, suggesting general motivation of the group as well as identifying specific features of delight. Examining these results can provide important information to

an instructor for fine tuning of the training experience or adapting the training for other groups.

While the surveys showed the key drivers of delight and the areas of minor dissatisfaction for existing customers in the group, they did not show a number of other important factors.

The small sample sizes did not allow analysis to show the difference in delight drivers between long term and new customers nor any other demographic profiling. With long term experienced students there a likelihood that, as their training matured, their major likes and dislikes have changed over time, possibly with greater emphasis on development. Surveying only new students in a group would provide insight into how best to keep new customers.

With a significantly larger survey group it would be possible to cluster positive and negative comments linked in individual responses. This could be used to identify any relationships between likes and dislikes and potentially segment customer groups according to their experience preferences.

The survey did not provide any information drivers of outrage and dissatisfaction, those aspects of the training experience which have caused people to leave. This would be valuable information but would require a survey of ex-customers.

4.2 Instructor Interviews

The instructors of each of the four training groups were interviewed in March 2010. The interviews were carried out according to the method outlined in Section 2.4 with the aim of identifying the aspects of the training they provide which contribute to the key drivers of customer delight. They were asked about their background in training, their main goals as an instructor, what they put into the training and what their students value most. They were asked to reflect on the recreational training activity from two standpoints: as a former participant and as an instructor. By definition an instructor has been a delighted customer of the training activity, a customer so delighted, they wanted to continue by teaching.

The interview information represent the instructors own opinions and recollections in their own words. The results presented here are a summary of the information obtained from each interview, paraphrased into a third person narrative (he/she) with some direct quotes inserted. Tables show extracted quotes relating to the dimensions of customer experience of the training and the key drivers of customer delight for the group.

4.2.1 Capoeira Instructor

The capoeira instructor is the CO referred to in this study. He teaches a number of capoeira groups and acrobatics groups in the greater Helsinki area. The instructor has been training in capoeira since 1996. He has been teaching since 2000 and teaching his own groups since 2003. Capoeira itself is a Brazilian acrobatic, interactive dance that is part fighting art, part dance and part carnival, part acrobatic display.

Each class consists of 10-20 adults, with both advanced practitioners (2+ years experience) and beginners. Gender mix is about 70% female amongst beginners and 70% male amongst advanced students. The group members are generally the same throughout a three month term although attendance varies week to week. Each capoeira class is led by a single instructor and runs for 90 minutes, in a training hall, one weekday evening a week. Courses are booked through a work institute course which runs for 10 weeks.

In each class there are activities for warming up, stretching, strength and skill development, singing and instrument playing and paired interactive movement. Each class culminates in the *roda* where participants form a circle, and take turns playing musical instruments and singing or in pairs entering the centre of the circle to participate in the "game" (ritual, spontaneous, interactive, fight/dance/game).

Since his earlier years he has been involved in acrobatics, playing music and fighting sports. Then "I went to one capoeira class and I knew it was something I could be good and have motivation to get better." The instructor has been training in capoeira since 1996. He has been teaching since 2000 and teaching his own groups since 2003.

As a student he really liked the "nice atmosphere of the group". The group was really nice, with young people, similar aims, doing Capoeira together. Later another teacher introduced a "more complicated inner game" became more interested in development. The CO liked groups where the people are "keen to learn and develop". He liked when there was no pressure from the teacher to push people to improve. He also liked when instructors explained in detail and encouraged students to "develop their own understanding rather than just copy", especially in the interactive dance.

He disliked the "sloppiness and lack of discipline of individuals" in the group. He hated the "stupidity and mechanical learning and teaching of some teachers".

He disliked the attitude of some teachers where there were "feelings of intimidation, threat, emotional pressure". He disliked some instructors not taking risks and "giving students the chance to hit them" in the interactive parts of class.

In 2003 he switched to another style of capoeira and made his own group, to run it more professionally as an instructor. The instructor tries to develop each student's movements to be able to interact with others, with music and movements together in rhythm. He tries to encourage "a nice low pressure environment" often being "light-hearted and using humour". His main aims are to "encourage continuation & flow in the game", and to "give good options to help them develop spontaneity and creativity in interaction."

The comments from the interview suggest that as a student his delight factors were the group atmosphere and development of skill. As an instructor his teaching aims include these factors and some visceral components.

The following table shows extracts of the instructors comments relating specifically to the group's key drivers of customer delight within the experience dimensions.

Table 5. Capoeira Instructor Comments

Group's Key Drivers of Customer Delight	Instructor's Comments
<p>FUNCTIONAL</p> <ul style="list-style-type: none"> teacher/teaching 	<p>I look at <u>developing students skills</u> over a three to six month period and I plan my classes toward shorter term goals (a couple of weeks), For longer term students I have <u>student-specific goals</u></p> <p>I <u>plan physical conditioning</u> and development toward training goals. I give <u>feedback</u>, especially to beginners.</p> <p>I'm careful to always <u>model the movements</u> properly myself.</p> <p>With new students I use a <u>step progression</u> in music in <u>stages of several months</u> which keeps them interested and challenged... <u>...to develop confidence</u> and skill to perform with a group. .</p> <p>I try to keep things light and fun, <u>use humour</u> to take away the seriousness.</p>
<p>SOCIAL</p> <ul style="list-style-type: none"> group atmosphere, game/improvised contact the people 	<p>I try to give a feeling of security and safety so people can be comfortable learning and taking the risk of making a mistake in front of others. I do this by <u>giving guidelines for behaviour</u>, <u>modelling good behaviours</u> myself, and with the group give general <u>behaviour correction</u>.</p> <p>There is a lot of <u>pair-work</u>: people have to learn from and with each other in pairs. The <u>pairs are changed frequently</u> so that everyone works with everyone else in the group. I use <u>simple interaction games</u> which are non-competitive.</p> <p>Everyone sings and plays as group and later solo singing</p>
<p>VISCERAL</p> <ul style="list-style-type: none"> free expression/flow 	<p>I give students <u>simultaneous tasks</u> to do, to <u>add complexity</u> to the activity: Such as sing, move, synchronize with the music etc. this tends to put people in a state of focused attention (flow).</p> <p><u>Synchronizing with music</u> is both difficult and fun.</p> <p>I keep <u>changing the phases of activity</u> during the class (thinking, feeling, doing, interacting) or <u>changing students roles</u> (e.g. singing, playing instrument...), this keeps them active and prevents boredom.</p>

The results table shows the instructors comments relating to the Capoeira group's key drivers of customer delight (from 4.1.1) within each experience dimension. These represent the instructor's own emphasis in the provision of the training.

On examination of these results it can be seen that the instructor's comments can be linked to four of five the key drivers of customer delight (with "the people" excluded), suggesting that the elements of training emphasised by this instructor have a direct bearing upon customer experience. It may be inferred from this that the instructor's deliberate application of these elements has been successful in providing noticeable experiential value to the group of customers.

4.2.2 Singing Instructor

The singing instructor started training as a singer 13 years ago and been teaching music and singing professionally for 8 years. She teaches individuals and groups at Music Institutes (musiikkiopisto) and Adult Work Institutes (työväenopisto) in Helsinki, Espoo and Vantaa.

The groups she teaches have between 10 and 16 people. Ages range between 16 and 70, with gender a mix of 67% women. The experience level of the students varies from group to group. Many of the students have been with this instructor for 6 years; a small minority have been attending less than one year.

Classes run between 90 minutes and two hours, one evening per week, except during the Summer and Christmas periods. The classes consist of a vocal warm-up and voice opening, developmental exercises, work on the class repertoire and singing as a group. Some classes involve one-to-one developmental work. Song choice in the repertoire varies from old to modern, classical to pop in a number of languages.

The teacher leads the group, accompanies on piano and provides technical and musical instruction. Twice a term, in the more advanced groups, each student performs solo in front of the group.

In her experience as a student of singing, the instructor liked the technical development as it made it possible to "truly perform the music as I would like to" and to increase her voice range so she could perform in a variety of roles. She also liked the interaction within choir groups where the teacher created the "right spirit of encouragement". She loved it when she started to become competent and noticed she could "express some of my feelings through music and how I feel the piece should sound".

As an instructor and performer she loves when singing gets her into the flow of the music and she can forget about technique and concentrate on enjoying the song. She also loves performing in front of an audience and being part of a professional performing group, whether it is a large choir ("hearing your voice merge with the others") or singing solo accompanied by a professional pianist with "a dynamic interaction between us in music".

As a student she hated teachers who interrupted too often, picking at too many technical errors. She also hated teachers with negative emotional issues which damaged the sensitive interaction with students. One of her main dislikes about singing is the frustration when she cannot perform as well as she believes she should. She has left teachers who could not provide genuine encouragement, who had ineffective teaching methods or who often made her feel bad after a lesson. While she has changed teachers a number of times, she has never considered quitting singing.

As an instructor her goals are to help to develop the students' confidence and vocal skills and to be able to really feel and express emotion through song. She tries to help students to understand how to develop the right technique by explaining the facts and giving exercises to allow them to feel and develop their own feedback. She encourages a light –hearted atmosphere where students respect and support each other's performance. In this way she says that students feel safe to try new things without worrying about making mistakes in front of the group.

The comments from the interview suggest that as a student her delight factors were skill development, the group atmosphere and expressing feelings through singing. As an instructor, her aims in teaching the group would appear to also emphasise these factors.

The following table shows extracts of the instructors comments relating specifically to the experience dimensions and the key drivers of customer delight.

Table 6. Singing Instructor Comments

Group's Key Drivers of Customer Delight	Instructor's Comments
<p>FUNCTIONAL</p> <ul style="list-style-type: none"> • teacher (good, supportive, inspiring) • Develop voice technique • Diverse music selection 	<p>I make it simple to understand how to develop technique, I <u>explain the facts, and give them exercises...</u> to be able to feel the right technique and <u>develop their own feedback....</u></p> <p>I <u>encourage them to feel good about their own voice</u> and not be afraid of making mistakes. Humour keeps the atmosphere relaxed and allows students to feel safe to move out of their comfort zone.</p> <p>My <u>song choice</u> takes into account of their wishes but also the <u>students' ability level</u> and <u>emotional disposition</u>. I choose songs I like and those that will help them to develop their musicality.</p>
<p>SOCIAL</p> <ul style="list-style-type: none"> • Familiar / nice group 	<p>I don't make competition between students... <u>I encourage students to respect and support each other's</u> performance</p> <p>I <u>use humour</u> to lighten the mood and help students not to take things too seriously especially making mistakes.</p> <p>We usually have <u>group or individual performances</u> once a term in front of friends and family.</p>
<p>VISCERAL</p> <ul style="list-style-type: none"> • express emotions • freedom and confidence • good feelings 	<p>I work to <u>help the students find the right feelings to express the music</u> through the words. When the students sing and can really go with the music, they forget themselves for a while, that in itself gives them a good feeling, calming or relaxing feeling especially afterwards.</p> <p>My <u>song choice</u> takes into account the <u>students emotional disposition</u></p>

The results table shows the instructor's comments related to the Singing group's key drivers of customer delight (from 4.1.2) within each experience dimension. These represent the instructor's own emphasis in the provision of the training.

On examination of these results it can be seen that the instructor's comments can be linked to all key drivers of customer delight. This suggests that the elements of training emphasised by this instructor have a direct bearing upon customer experience. It may be inferred from this that the instructor's deliberate application of these elements has been successful in providing noticeable experiential value to the group of customers.

4.2.3 Zumba Instructor

The instructor started dancing when she was 12 years old (ballroom and disco) then moved to Helsinki and started training as a student in a dance school. She started to teach dance 15 years ago, stopped for two years due to injury and started as a gym

instructor and personal trainer, returning to dance again five years ago. She has been teaching Zumba for two years.

The zumba class runs for 55 minutes with 15 to 20 people, mostly female, of a variety of ages. The level of fitness level and dance skill varied considerably amongst participants. While very few have more than one year experience with zumba (as it is a relatively new product) some have had dance experience or fitness class experience. Perhaps a 20% may be considered inexperienced.

The class consists of a simple danced based warm-up, followed by dances choreographed around 12 different songs, finishing with a 5 minute cool-down and stretch. The songs cover a variety of rhythms (usually five in each class) and are mostly Latin based.

As a student of dance the instructor loved good choreography but not so much the technique. She would stay with a group if she liked the teacher, there was good choreography, little focus on technique and got to dance a lot.

She was inspired to become a zumba instructor at a zumba workshop because one of the teachers had a similar approach to dance (with emphasis on developing good choreography) and a good teaching style "I felt I could teach like her".

When she instructs a class, the most important thing is the "zumba style" of dance with only a few types of rhythm and choreography and easy to learn steps. The combination of the music, the dance and the instructor create the atmosphere. She tries to maintain a fun atmosphere with a "happy teacher model" smiling, humour, eye contact, "to take away the formality of dance". She tries to provide a class which is unique with different types of music and a variety of choreography.

As an instructor one of the main difficulties is the different skill and fitness levels of the people in the class. She tries to provide a range of complexity in the choreography and "give choices to the students so they can decide what they dance". She provides minimal guidance and instruction, preferring non-verbal signals to show directions or changes of movement.

The comments from the interview suggest that as a student her delight factors were the choreography and the experience of dancing. As an instructor her teaching aims for the class include these factors as well as visceral components. To follow, Table 7 shows extracts of the instructor's comments relating to the Zumba group's key drivers of delight within the experience dimensions.

Table 7. Zumba Instructor Comments

Group's Drivers of Customer Delight	Instructors comments
<p>FUNCTIONAL</p> <ul style="list-style-type: none"> good / inspiring teacher 	<p>I <u>use my own dance experience</u> and style to provide a class which is <u>unique</u>; I include a <u>variety of dance types</u> including hip hop and show dance. I also put at least <u>one surprise</u> piece of music in</p> <p><u>All steps are easy to learn and remember</u>. I <u>use the mirror</u>, I face away from students (easier for them to follow). I <u>don't give much guidance</u>, except sometimes on specific basic steps</p> <p>For <u>Complexity</u>: add to basic steps, body movement, arm movement and speed. I put music on, then <u>show the basic move</u> then <u>add layers of difficulty</u> as options to the students for them to decide which to do based on their skill.</p>
<p>SOCIAL</p> <ul style="list-style-type: none"> happy / lively atmosphere 	<p><u>Instructors facial cues and non verbal signal</u> are important, to show directions or changes to movement</p> <p>I show a smiling instructor, <u>happy teacher model</u>, with eye contact and <u>humour</u></p>
<p>VISCERAL</p> <ul style="list-style-type: none"> the music movements and dance happy / fun flow / energy / music grabs you 	<p>Atmosphere is a combination of the <u>choreography, music and instructor</u></p> <p>In the session there is a <u>variety of music</u>, of at least 5 different rhythms around 12 songs. The Zumba music supplied is <u>really good and fun to dance to</u>. I use a <u>variety of rhythms and music</u>, add tunes, so <u>no class is the same</u>. There are <u>4 basic Latin rhythms</u> plus others if you want to</p> <p>I create the choreography so it hides the steps, <u>keeping focus away from technique</u>. I want it to be non-technical, just fun</p> <p>I give <u>funny words or phrases</u> to name a movement or step sequence to take out the formality of dance</p> <p>I only have a <u>few breaks</u></p>

On examination of these results it can be seen that the instructor's comments can be linked to all of the drivers of customer delight, suggesting that the elements of training emphasised by this instructor have a direct bearing upon customer experience. It may be inferred that the instructor's deliberate application of these elements has been successful in providing noticeable experiential value to the group of customers.

4.2.4 Yoga Instructor

The Yoga group practices *astanga vinyasa yoga* on Friday evenings for two hours. The classes are free of charge and held in a small room (in a primary school). In the class the students progress through a series of yoga postures and receive guidance and feedback from the instructor when requested. The group normally has between 10 and 15 people training. They are all friends or colleagues; some have been with the group and instructor for 5 years. Most consider themselves serious yoga practitioners.

The instructor started yoga training for over ten years ago and began instructing this group for free six years ago. She started yoga practice because she disliked gyms and group music based exercise ("I find loud music stressful") and wanted something physical and relaxing.

As a student of yoga she likes the way it makes her feel, mentally and physically, "that's why I keep on practicing". She also likes it because it keeps her in good shape and flexible, helps her "to know my own body better", improves her stamina and concentration. Because it can be "mentally very relaxing" it has helped her reduce her nervousness in stressful situations. The part of yoga she loves the most is at the end of a session there is a short relaxation, after a good session "I have felt like I'm in heaven".

She likes yoga because it is "very individual training" and she can practice at her own pace and breathing rhythm. She started teaching a group of five friends for free, initially to improve her practice with the aim of developing together to a much higher level. But, over time, more friends asked to join and she agreed to teach them. Eventually with the group "I couldn't practice myself". She enjoys instructing however, especially when she gets good feedback from students and knows that they appreciate the opportunity of learning yoga. She likes teaching a group of friends because "it's lovely to see them learn more about yoga all the time".

She thinks that the students keep coming because they enjoy the atmosphere in her class and because they are "addicted to the good feeling which yoga gives them". She feels that they are initially attracted to yoga because it gives you a good feeling inside, its good physical exercise and because "they like new challenges". She thinks they

keep coming because it leaves you with a good feeling and better condition and because it is a “good end for a working week”.

As an instructor she likes to be gentle but demanding, helping people develop at their own pace. She knows of some people who have quit yoga classes because of injury after practicing too hard and doing it at home too much. Some have quit because they are uncomfortable with the quietness, “it can feel scary to listen to yourself and your body”. She said sometimes those who are most enthusiastic after the first lesson do not come back.

The comments from the interview suggest that, as a student, her delight factors were primarily visceral (feeling good/ relaxed). As an instructor her teaching aims toward these visceral components and student development.

To follow Table 8 shows extracts of the instructors’ comments relating specifically to the group’s key drivers of customer delight. The results table shows the instructors comments related to the group’s key drivers of customer delight (from 4.1.3) in addition to one lesser driver (“friends doing together”) within the experience dimensions. These represent the instructor’s own emphasis in the provision of the training.

Table 8. Yoga Instructor Comments

Group’s Drivers of Customer Delight	Instructor’s Comments
FUNCTIONAL <ul style="list-style-type: none"> development teacher professional /supportive 	<p>I <u>encourage them</u> to be <u>gentle with themselves</u> and to be <u>careful to avoid injury</u>. I give <u>feedback 1-1 when asked</u> or when I see that it is needed.</p> <p>I encourage them to <u>concentrate on their own</u> practice.. I let them practice quite freely and in the rhythm of their own breathing</p>
SOCIAL <ul style="list-style-type: none"> friends doing together 	<p><u>Everyone knows each other</u> and many have been training together for several years. Only friends have joined the group.</p> <p>I discourage them from comparing themselves or their practice with others. Yoga should be an <u>individual experience</u>.</p>
VISCERAL <ul style="list-style-type: none"> feel good/ peaceful/ calm 	<p>I <u>don’t speak much</u>, and when I do it is softly to an individual. I like to promote quiet practice, there is <u>no music</u>, and the room is <u>dimly lit</u>. There is <u>no talk during the sessions</u>, except quietly 1-1 with the instructor.</p> <p>I let them <u>practice freely</u> at their own rhythm and only <u>give instruction when asked</u></p>

On examination of these results it can be seen that the instructor's comments can be linked to all of the drivers of customer delight, suggesting that the elements of training emphasised by this instructor have a direct bearing upon customer experience. It may be inferred that the instructor's deliberate application of these elements has been successful in providing noticeable experiential value to the group of customers.

4.2.5 Conclusions

The results suggest that for each of the instructors, their deliberate application of specific elements in the training has been successful in providing noticeable experiential value to their groups. It can be concluded that these emphasised elements, combined with the functional training provided by the expert instructor, create a unique delightful service experience for the group. When developing new services based on the instructors training activities, these elements should be considered important for creating delight within the customer experience of the new package.

4.3 CO Interactive Interviews

This section presents the outcomes of the collaboration between author and CO from a process of interactive discussions, interviews and brainstorming sessions. The aim of this process was to adapt the results of this overall study toward development of a new service package.

The results of these interactive interviews are presented four sections. Study Discussion (Section 4.3.1) evaluates and adapts the findings of the cross-examination study toward service development. Customer Groups (Section 4.3.2) briefly outlines the potential customer groups considered for a training service with activities based on capoeira and concludes with selection of a target customer. New Service Development (Section 4.3.3) and outlines the process to be adopted for development of a new service package. Proposed Service Package (Section 4.3.4) details a new service package, "Capoeira-Lite", aimed at the adult fitness market.

4.3.1 Discussion of the Cross-Examination Study

This section discusses the results of the study and how they relate to new service development.

Delighted customers are potentially more valuable to a service provider than satisfied customers. Delighted customers are more likely to become loyal customers, with long term repeat service and, more importantly, the potential for attracting new customers through word of mouth recommendations. A training service which can create delighted customers through experiential factors has a significant competitive advantage over other services.

The cross examination study identified the aspects of the training service experience that delighted customers in four recreational training groups. The study revealed a number of issues worthy of consideration in development of new services. The key drivers of customer delight found in the surveys represent the most important features of each service experience for the training groups.

The study can serve to identify the competitive strengths of a service provider in terms of customer experience or it can be used to inform the instructor how to fine tune the service experience. Additional studies may be carried out on groups being provided new training packages to gauge the success of the service.

The interviews revealed that the emphasis provided by the instructors in the training matched a number of the key drivers, suggesting that the instructors have been successful in influencing customer delight. This suggests that the instructors could develop a new service package with these elements to provide a potentially delightful experience to new groups.

The study revealed the emphasis of each instructor as part of their provision of training. It does not reveal the expertise and details of instructing activity in each class. It should not be assumed that similar delight effects could be reproduced without extensive experience and expertise in the activity. To incorporate new experiential elements into a new training package using the study would be possible through collaboration. If a training package required greater focus on singing, or stretching or the delight factors present in singing or yoga, the CO should consider collaboration with these instructors to co-create the training experience.

The study suggested the effect of value shift amongst customers. The change in values between a beginner and advanced practitioner is an important consideration when developing a service with both relatively new and long term customers. One solution revealed by the study is to have graded activities (layered complexity) as options to students.

The differences in fitness level, coordination and motivation in a new group should be considered in new service development. The three of the groups in the study showed strong motivation for skill development in their training activity, improved performance being a key driver of delight. The groups also showed minor dissatisfaction with poor performance or difficulty of the training. This would suggest that a new training package for a wider market would need to modify the skill improvement aspects of the training to make it more enjoyable for individuals not motivated by development.

Training activities involving aspects of performance (singing or dancing in front of people) or close interaction (as in capoeira) have the potential for strong emotional impact on participants unless the group atmosphere has been developed over some weeks by the instructor. The issue of customer compatibility would need to be addressed and this type of activity would be difficult in groups which have a regular turn-over of members or where individuals are uncomfortable interacting with other members.

The instructors, by definition, have been delighted customers (students) in their training activity. They are aware of their own delight and outrage factors and seem to base the emphasis of their training on this personal experience. This suggests that they are likely to attract and retain customers of similar training values. However, they are not necessarily aware of the delight factors amongst differently motivated individuals.

The study shows the delight drivers of the instructors groups. It does not reveal the delight factors of a group of differently motivated individuals doing the same activity. The leap of faith in the service development process is that some or part of these delight factors may be reproduced in a group of different individuals from the larger general market. The potential outrage factors for the training activities are not indicated by the study and so must be surmised or based on an instructor's experience.

The study revealed the importance of the central role of the instructor in influencing the experience from the functional service, social and visceral dimensions. Of particular interest is instructor's role in moderating customer to customer behaviour. The level of interaction between customers was seen to be significantly different between training types. Level and type of customer interaction within the group may be an important basis for customer segmentation.

4.3.2 Customer Groups

A number of potential customer groups were identified in the discussions. A short list was compiled with a brief description of their service requirements from the perspective of customer experience. The customer needs were based the CO's own experience and on information from the CO's extensive professional network. From the short list a target customer group was selected based on the ease of access to this market (no special requirements for marketing or training qualifications) and the market size.

The following is the short list considered in the discussions. The list shows the potential customer group, their training needs (as related to those the CO can provide) and possible service themes to market to them.

Corporate Customers

Office workers ages 25-55, male and female, during work hours, located in their workplace, either office space or office gym, with varying levels of fitness.

Training needs: relaxation, stress relief, stretching, joint mobility (prevention of RSI), and low impact fitness.

Themes: Work fitness & mobility.

Adult fitness

Professional women, aged 20-60, during lunchtime and after work period, located in a gym, or training hall close to main urban centre with parking facilities.

Training needs: fun, all-round fat-burning cardio-fitness.

Themes: capoeira-lite, modified capoeira: dance based exercise with interactive elements.

Students

Mostly male, aged 16-25, high school, college or university, during afternoons, evening and weekends, in training halls or outdoors.

Training needs: fun exercise, to meet & socialise and develop show-off skills.

Themes: Cool moves! Acrobatics and dance, with a capoeira flavour.

Parent and child class

Fathers and mothers training together with their young children (ages 2 to 7) or older children (ages 8-12) in groups. Afternoons, evenings or weekends, gym or training hall.

Training needs: fun, easy, low impact, interactive class, to improve fitness, strength and flexibility and develop coordination skills.

Themes: Family fun & fit.

Men's class

Family men aged 20-45 during weekday evenings or lunchtimes, at training halls or martial arts gyms.

Training needs: high impact cardio & conditioning, low impact acrobatics and martial arts movements.

Theme: to get away from the family, get sweaty doing something macho with male friends.

Funky Adult class

Males and females ages 18-30, in training halls, dance studios or gyms, on weekday evenings.

Training needs: Dynamic dance, high cardio, easy flashy moves with high interaction for socializing.

Theme: Capoeira-Lite, fun group dance with low stress interaction and simple capoeira moves.

Target Group

The CO decided that the *Adult Fitness group* is first target for development of a new service package. This group has the widest scope for service provision and marketing may be carried out in cooperation with existing fitness clubs. Training packages may be trialled and modified according to the needs of individual clubs.

4.3.3 New Service Development

The following section outlines a simple process for new service development adopted in this study. This process was developed collaboratively by the author and CO based on the findings of this study and their experience as trainers. The model of customer experience in recreational training (see Fig II below) from Section 2 was used as an aid in the process.

Step 1. Customer Group

Select a target customer group and location for service delivery.

Step 2. Core Training Activity

For the functional dimension, detail a basic training activity to satisfy the needs of the customer group based on the instructors existing repertoire.

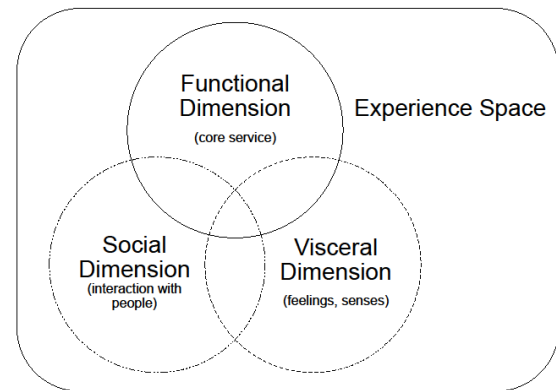


Figure II: Customer Experience in Recreational Training Services

If developing a package with other activities and elements of delight outside of the instructor's core repertoire, collaborate with other instructors in the development and delivery of that package

Step 3. Add Delight Features

For the functional, social and visceral dimensions, incorporate activities and training features aimed at inducing delight, based on the instructor's expertise. These must be compatible with the basic training activity and the motivations of the group.

Step 4. Eliminate or Minimise Outrage

Eliminate or mitigate the aspects of the training experience and experience space that have the potential for outrage or dissatisfaction.

4.3.4 Proposed Service Package

In this section proposed new service package is detailed based on the four step process in the previous section.

Step 1. Customer Group

Adult fitness: aimed at groups of primarily professional women, aged 20-60. Training needs of fun, all-round fat-burning and cardio-fitness. Classes held during lunchtime and after work periods, located in a gym or training hall close to a main urban centre with parking facilities.

Step 2. Core Training Activity

A fast paced 55 minute workout for a group of up to 40 people, led by a single instructor. It consists of a warm up, strength conditioning exercises, stretching and a variety of dance movements and kicking. The dance and exercises are done to a variety of pieces of Brazilian music, drumming or Latin beats (like Samba). Fun exercises and cool moves of in a varied intensity group training with no breaks. Skill development and difficulty level moderate so that anyone can join the class anytime.

Step 3. Add Delight Features

Functional Dimension

Doing the same warm up and cool down activities in each class provides comfort through routine. Within a class, provide a variety of activities with kicking, evading, circling, several different dance steps, *ginga*, and a number of music rhythms to provide variety for interest and challenge. Also provide a variety of classes through different combinations of activity. Provide at least three layers of difficulty in the dance movement activities for challenge and choice. The *ginga* can be made more challenging by deepening the steps. Include one or two short but difficult skill development activities for longer term interest and development. Include several easy to develop skill activities for confidence building. End the class strong and positive.

Social Dimension

In some exercises the group can count aloud in Portuguese and clap to the music. At the end the group does a good-bye chant helping to develop a group spirit. The instructor models good *capoeira* movement and use positive body language to inspire and help participants to relax and keep the mood light. The instructor demonstrates all

the movements and gives only minimal verbal instructions and correction to enable learning by watching and allow relaxed focus. Some exercises involve acting in pairs, and individual with instructor providing fun social interaction.

Visceral Dimension

Interactive kick and evade activity is fun and exciting, while the cool down activity is more relaxing with quieter music. There is the potential to induce flow by having simple ginga steps then increasing the difficulty briefly by multitasking (adding arm movements, kicks, steps and chanting) or changing tempo. The combination of variety, dance, cool moves, rhythmic music and social interaction makes this an exciting and fun activity.

Experience Space

Well lit, well ventilated, warm venue, with mirrors, sound system and wooden floors (slightly slippery), with showers, change rooms and parking available.

Step 4. Eliminate or Minimise Outrage

To avoid social embarrassment, nobody stands out alone, instructions are directed to the group. All exercises are done as part of the group or in pairs. To prevent interpersonal discomfort, there is no direct physical contact between participants, and any movement corrections by the instructor are by demonstration or hand signal. All interactive exercises are done out of hand range and the instructor does the direct interaction in kicking and evading. To prevent injury all movements are simple and safe with no movements involving maximal stretch or power.

Summary: Capoeira-Lite

The new service package is to be called Capoeira –Lite, a modified capoeira training aimed at being a “super-fun” dance based exercise, with interactive elements. It has been enhanced with a number of features to help to induce delight with interaction, a fun group atmosphere, exciting movements, skill development, a variety of music and activity and the potential for flow. A detailed activity plan is provided in Appendix 3.

5 DISCUSSION AND CONCLUSIONS

This action research study examined the drivers of delight in four recreational activities and provided advice on the development of new recreational training services enhanced for customer delight.

Purpose of the Study

The Case Organisation provides recreational training in the traditional martial-dance discipline of *Capoeira* and seeks to break into the broader fitness market. The purpose of this study was to advise and assist the Case Organisation in the development of a new training package for the daytime fitness market which would provide unique experiential value to satisfy customer needs and create customer delight. Delighted customers are of great value to the growth of a business as they are more likely to show long term repeat purchase and can attract new customers through positive word of mouth recommendations.

Study Aims

The key to this action research study is the deliberate use of the potential delight effects of a training activity in the design of a new training experience. The specific research question for this study was; how can new training packages be developed to delight customers? This required finding out the drivers of delight for the CO's existing customer groups and identifying those elements of the service experience which have the most influence. To gain a broader perspective on customer delight it was decided to examine three other groups involved in related training activities. A cross examination study of customer delight was proposed, consisting of customer surveys and instructor interviews, in order to provide a degree of triangulation in the study.

Action Research Cycle

In the *Planning Stage* of the action research cycle, the theoretical background (Section 3) of customer delight was examined through critical review of relevant literature, research papers and industry journals. This review concluded that delight is a positive emotional response to features within a service experience, that it can result from many types of stimulus, that it can be experienced repeatedly and even anticipated. The types of stimulus for delight were conceptualised into a model made up of four

interrelated dimensions of customer experience: the *functional* service, *social* interaction, *visceral* & sensory dimension and the *experience space*.

In the *Action Stage* a cross examination study was undertaken of four recreational training groups (capoeira, singing, zumba (dance) and yoga) involving customer surveys to identify drivers of delight and instructor interviews to find the elements of training delivery that relate to the delight drivers.

The customer survey results (Section 4.1) identified those aspects of the training that are most liked by the customers with high satisfaction and high repeat purchase intention. The results clearly showed a number of aspects of each training experience as being key drivers of customer delight. The results also gave some clues to the motivations and preferences of each group and suggested some areas of the training which would need modification for a broader customer base.

The results of the instructor interviews (Section 4.2) revealed a number of elements of the training that each instructor emphasises and considers important to the customer experience. These elements were clearly linked to the drivers of customer delight. This link suggests that the deliberate application of certain service elements can positively influence customer delight. The interview results also suggested a difference between the factors creating delight for new and long term customers.

In the *Evaluation Stage*, a series interactive interviews, brainstorming and discussion sessions took place between the author and CO. In Section 4.3.1 the study results were discussed, evaluated and applied to the business problem and the development of new services. A number of potential customer groups and their training needs were identified in Section 4.3.2 and a target customer group was selected. A simple process of service design for delight enhancement was agreed on in Section 4.3.3 and used to develop a detailed new service package in Section 4.3.4 for the target customer group.

Validity, Reliability and Credibility

The validity of the overall action research study was confirmed by the deliberate adoption and completion of one action research cycle. Additional iterations of this cycle are outside the scope of this study. This would involve the crucial step of implementing the findings through delivery of the training and evaluating customer reactions.

The credibility of the author's role in the study was established by considering his training, experience, status and presentation of self. The author is an experienced as a martial arts instructor, professional adult English teacher and is a qualified vocational trainer. This has relevance as the study involves examination and design of recreational training, interviewing instructors and developing unambiguous questionnaires. The author's status and motivation in the study is as researcher, advisor, friend and potential business associate to the Case Organisation, with the aim of developing new business opportunities.

In the cross examination study of customer delight, because of small sample sizes, the author sought to improve the validity and reliability of the data by examining a number of different sources (four training groups) and triangulating the data by studying delight from two perspectives (customer and instructor) using two data collection methods (survey and semi-structured interview). In the cross-examination study the responses given by the customers and instructor can be considered valid on face value. The validity of the results of the customer survey is clear in that only the responses from customers indicating satisfaction and intent to continue the service were included in the delight data.

The study of four different training groups make the results context and case dependant, however the methodology is valid and reliable for examining any training group. Because the qualitative methods required interpretation of data, a single researcher carried out all aspects of the study to eliminate the researcher effect. The author used a valid and reliable customer survey methodology adapted from a published study.

Limitations and Further Research

There are a number of limitations to this study. The results and proposal detailed here are limited to the case organisation and not applicable to instructors of other types of activity, although the study methods are.

The delight drivers were not differentiated between new and long term customers as the groups contained both. Segmentation of customer groups may yield different results however only a survey of a significantly larger group of people would allow such segmentation to be studied.

The groups studied were not representative of the general public or of the target customer group. Only a survey of such a representative group could provide a reliable indication of their drivers of delight for an activity.

The survey did not provide any information on the drivers of outrage and dissatisfaction. This would be valuable information but would require an exit survey of outraged customers.

With a significantly larger survey group it would be possible to cluster positive and negative comments linked in individual responses. This could be used to identify any relationships between likes and dislikes and potentially segment customer groups according to their experience preferences.

Proposed Service Package

The outcome of the study is the proposed service package Capoeira-Lite, aimed at the adult daytime fitness market. This new service package is based on the training activities of *capoeira* with extensive modification for the broad market. At a functional level Capoeira-Lite aims to provide an intense workout, with a variety of activities for improving strength, flexibility and fitness. A number of features in the training have been added to create customer delight within the functional, social and visceral dimensions of the training experience. These include the delight features identified in the study: exciting movements, fun music and dance, interesting and challenging steps, varied complexity for flow, chanting for a fun group atmosphere, music for variety of rhythm, skill development for confidence and activities for social interaction.

Value of the Study

This study outlines an inherently useful process of identifying customer delight and developing new training packages for an instructor of recreational training. The benefit to the CO is in the form of the proposed training package and a process which can be used to identify drivers of delight of any training group, either to develop new services or to fine tune the experiential aspects of a training activity.

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CUSTOMER SURVEY QUESTIONS**Student Survey**

March 2010

1. What are the 3 things you like most about this training?

a) _____

b) _____

c) _____

2. What are the 3 things you dislike most about this training?.

a) _____

b) _____

c) _____

3. How much do you enjoy the training?

Love it

Like it

Don't like it

Hate it

No Opinion

4. Within the next 3 - 6 months you will most likely

Continue training here

Train more often

Try another group

Quit training

5. If you were to quit training here it would be because...._____
_____**6. If you could change one thing about training here, it would be.....**_____

Thank you!

If you have any other comments, please write on the back

INSTRUCTOR INTERVIEW QUESTIONS

Instructor Interview

Background info

The purpose of this interview is to find out your views on what your customers like or dislike in this training.

By value I mean the elements of a training session which a person feels strongly about; like, love, dislike, hates. The things which keep them coming back or which make them quit. These values may be related to the training (activities, fitness or skill development), the venue, social factors (the group, other individuals or the instructor), or personal feelings/emotions (feeling strong, relaxed, safe, tired, angry).

I also want to find out what you have valued most (both as a student and an instructor) in your training history, what your main focus is as an instructor and what you think your students value most in your classes. Also I would like to know about your experiences as a student in other types of recreational training, what you liked, loved or disliked, hated.

This will be followed by a survey of one of your classes. An anonymous questionnaire will ask each student about their intentions to continue training and what they like and dislike most about your training sessions. The results from the survey will be passed on to you.

Interview Questions

What is your background as a student and instructor?

When/where/how did you start this type of training?

What things have you liked/loved most (as a student) about this type of training?

What made you stay with a particular group / teacher?

What made you leave a particular group/teacher?

What you have you disliked/hated most?

Was there a moment where you thought "this is great, I want to do this forever"?

What caused that?

When you trained in other activities, do you remember what things you felt strongly about: liked or loved and dislike or hated?

What made you stay with or quit a particular group, instructor or activity?

What made you decide to work toward becoming an instructor?

As an instructor what are the things you think most important in a training session?

As an instructor, what do you do particularly well, what extra value do you provide?

What do you think your students value most in your training sessions? (Like, Love, Dislike, Hate)

What things do you think attracts them initially?

What things keep them coming?

What things would they dislike?

What things would make them quit?

Looking at the student survey results:

What parts of the training session contribute to these preferences (likes/love and dislike/hate)?

What is it that you do that contributes?

What other things contribute?

Capoeira-Lite - 55min of super-fun workout

Time	Stage	Activities and notes
from 0min	Introduction	<ul style="list-style-type: none"> - Introducing the class/subject, (<i>capoeira</i> experience, class no. 1) and the trainer - Forming layout, all spread around hall, facing trainer in the middle - Start music
at 2min	Warm up standing	<p>Standing, moving in rhythm with the music, slow tempo</p> <ul style="list-style-type: none"> - hands open 180 degrees, rotating, lifting hands up slowly - hands up, drawing small circle with fingertips - hands up, fingertips side to side, tempo varies - hands down, shoulder roll, also elbow moving - hands down, chest back and forth - hands down, chest circulate - hands down, hip circulate - standing on one foot, figure 8 with the free leg, alternate
at 10min	Warm up sitting	<p>Sitting, slow tempo</p> <ul style="list-style-type: none"> - sit down, knees bend - roll knees side to side - one foot over knee, if possible, lift of ground with hands - both hands same side, push ups, alternate - push of ground, lift opposite hand and foot, change places, come back - one leg straight, "role", switch leg, roll back
at 15min	Dynamic Warm up	<p>faster tempo, higher volume, "oo-la-e-la-la" –song, in a big circle, trainer in the middle</p> <ul style="list-style-type: none"> - stepping to the rhythm of music - learn the chorus, "oo-la-e-la-la" - trainer walking forward when singing, trainees walking back in place when singing

at 20min	Capoeira techniques	<p>Slower tempo, line layout of students</p> <p><i>Ginga</i></p> <ul style="list-style-type: none"> - feet parallel, swing upper body side to side - add moving one foot back - add circular hand movements - step back turning, return to parallel - step back, turn, turn back, parallel <p>Kick - <i>meia lua de frente</i></p> <ul style="list-style-type: none"> - parallel, swinging upper body, very low arch with one foot - <i>Ginga</i> and kick when in parallel - parallel, step back, step aside, step forward, kick <p>Escape - <i>esquiva</i></p> <ul style="list-style-type: none"> - parallel, turn slightly, swinging upper body, one hand to ground, back
at 30min	Applying techniques	<p>group with instructor</p> <ul style="list-style-type: none"> - <i>ginga</i> in place, trainer kicks, trainees step back - <i>ginga</i> in place, trainer kicks, trainees step back, rotate upper body - <i>ginga</i> in place, trainer kicks, trainees escape low
at 40min	Pair work	<ul style="list-style-type: none"> - short explanation (with music low) - <i>ginga</i>: trying to synchronize with partner - add: one points direction with hands, other escapes
at 50min	Cool down	<ul style="list-style-type: none"> - walking in a big circle - shaking arms and legs - rotating torso - deep steps - stop and sing "adeus, adeus - Boa viagem"
at 55min	End	thanks!

**Ginga* is a fundamental movement to capoeira, a Brazilian word referring to stepping with a swinging movement.